

The SEND Information Report



Mereside Church of England Primary School

Mereside Church of England Primary School is a happy, caring school built on Christian Values, which helps us all to live, learn and grow together, to reach higher than we dreamed and so become the people we need to be. Mereside offers a broad, rich curriculum in an exciting, stimulating Christian environment, that develops the skills, attributes and talents needed for lifelong learning. We recognise and value uniqueness, where everyone is happy to belong.

Our SENCo's name and contact details:

Mrs Ffion Carr

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Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Assistant Head for Inclusion (AHT)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT Inclusion know as necessary.
- Writing Individual Provision Plan and Individual Pupil Profiles, and sharing and reviewing these with parents once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the AHT Inclusion and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in Mereside?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.

- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

If your child has been identified by the class teacher as needing some extra support in school.

For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This intervention will be reviewed half termly.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups

AND/OR Individual support for your child of less than 20 hours in school

SEN Support

Which means they have been identified by the class teacher/AHT Inclusion as needing some extra specialist support in school from a professional outside the school. This may be from:

- Bought in services from Woodlands Outreach such as the ASD Outreach Team, Behaviour Team or Learning Support Advisory Team.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Service
- Educational Psychology

For your child this would mean:

- Your child will have been identified by the class teacher/AHT Inclusion (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may 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 the school and yourself understand your child's particular needs better and be able to

support them better in school.

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/AHT Inclusion as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Bought in services from Woodlands Outreach such as the ASD Outreach Team, Behaviour Team or Learning Support Advisory Team.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Service
- Educational Psychology

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory

assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Plus.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong

Our Provision for SEND

Reception / EYFS

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
R	<p>Wave 1</p> <ul style="list-style-type: none"> Differentiated curriculum planning, delivery, outcomes, activities Increased visual aids (picture cards/prompts) – class made Use of writing frames. – class made Letters and sounds groups Supported reading to TA Guided reading groups 	<p>Wave 1</p> <ul style="list-style-type: none"> Differentiated curriculum delivery (simplified language or minimal use of language) Differentiated outcomes Visual timetable – class made Position seated in classroom Show and tell 	<p>Wave 1</p> <ul style="list-style-type: none"> Whole school behaviour policy, rewards, sanctions Weather clouds for behaviour Whole school /class rules PSHE / Circle time Position seated in classroom Gold stars / stickers 	<p>Wave 1</p> <ul style="list-style-type: none"> Flexible teaching arrangements e.g. seating PE activities
	<p>Wave 2</p> <ul style="list-style-type: none"> In class targeted support (lit, maths) Spelling banks Multi-sensory spellings Target Groups Additional supported reading to TA/tch 	<p>Wave 2</p> <ul style="list-style-type: none"> Co-operative group activities In class targeted support Playground monitoring, buddies, play leaders to support play. 	<p>Wave 2</p> <ul style="list-style-type: none"> Co-operative group activities In class targeted support and reminders Separate table for independent work when appropriate (work stations). Small group circle time when appropriate. Monitoring at playtime 	<p>Wave 2</p> <ul style="list-style-type: none"> Gross motor skills Fine motor programmes – threading, scissors Teodorescu
	<p>Wave 3</p> <ul style="list-style-type: none"> 1-1 phonics teaching (Letters and sounds) at phases 1 - 2 Individual reading to TA Individual support from LSAT/EP Scribe when appropriate Focused teaching on IEP targets Use of ICT software 	<p>Wave 3</p> <ul style="list-style-type: none"> 1 – 1 Social interaction (Greet TA/CT, talk about feelings / day or draw pictures) Individual support from LSAT/EP/Sp & Lang Use of recommended resources 	<p>Wave 3</p> <ul style="list-style-type: none"> Individual reward charts for children – class made Targeted support during playtime from a named adult Socially speaking – social stories Social skill training / sharing games Visual reminder / clue cards – class made 	<p>Wave 3</p> <ul style="list-style-type: none"> Individual support from OT Individual fine and gross motor skills training Teodorescu

Year 1 and 2 (Key Stage 1)

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
1/2	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Guided reading / writing / maths groups • Increased visual aids (word lists, memo lists, punctuation pyramids, connective lists) – class made • Use of writing frames.- class made • Letters and Sounds groups • Differentiated reading and writing schemes • Support for spelling (from Yr2) 	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Modelling of good use of language • Simplified language, minimal use of language, reinforcement of language using simple signing • Position seated in classroom appropriate • Pre teaching of vocabulary • Visual timetable 	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Use of individualised resources to promote and develop social and emotional literacy • Consistent application of whole school behaviour policy, rewards, sanctions • PSHE / Circle time • Position seated in classroom 	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating, rest breaks • Use of resources to promote easier access to learning e.g. writing slope, triangular pencil, soft touch balls • Physical arrangement of classroom, including furniture
	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support (lit, numeracy) • Multi-sensory spelling groups using magnetic letters, sand etc • Additional Letters and Sounds intervention (at phases 1-4) • Time to organise thoughts and complete work • Withdrawal groups to support literacy and numeracy • Additional reading 	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Use of ICT to record work • Co-operative group activities planned into lessons • In class targeted support • Speech and Language group support using Black Sheep materials • Targeted support to develop Listening and thinking skills • Tailoring resources though simplification of language- use of rebus 	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support and reminders from all adults • Separate table for independent work if needed (work stations) • Social skills group training e.g. turn taking, social stories, role play • Small group circle time • Monitoring at playtime, buddies, play leaders to support 	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Gross Motor Skill training • Fine motor programmes – threading, scissors • Teodorescu resources • Alternative recording of work • Cool Kids

<u>Wave 3</u>	<u>Wave 3</u>	<u>Wave 3</u>	<u>Wave 3</u>
<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Wave 3 maths • 1-1 additional phonics teaching (letters and sounds early phases) • Individual reading • Memory skills 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual support from Sp & Lang (SALT) • 1 – 1 Social interaction (Greet TA/CT, talk about feelings / day or draw pictures) • 1-1 speech therapy sessions delivered by school 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual reward charts / organisation chart • Individual intervention by BST/WO and strategies. • 1:1 support during unstructured times • Small group intervention to develop social skill / emotional development /supporting mental health • Access to the learning lounge 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Tailored learning environment, which may include specialist equipment • Individual support from OT/physiotherapy • Adaptation to aid access

Year 3 and 4 (Lower Key Stage 2)

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
3/4	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Guided reading / writing / maths groups • Increased visual aids (word lists, memo lists, punctuation pyramids, connective lists) – class made • Use of writing frames.- class made • Differentiated reading and writing schemes • Support for spelling / steps to success 	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Modelling of good use of language • Simplified language, minimal use of language, reinforcement of language using simple signing • Position seated in classroom appropriate • Pre teaching of vocabulary • Visual timetable 	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Use of individualised resources to promote and develop social and emotional literacy • Consistent application of whole school behaviour policy, rewards, sanctions • PSHE / Circle time • Position seated in classroom 	<p><u>Wave 1</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating, rest breaks • Use of resources to promote easier access to learning e.g. writing slope, triangular pencil, soft touch balls • Physical arrangement of classroom, including furniture
	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support (lit, numeracy) • Multi-sensory spelling groups using magnetic letters, sand etc • Additional Letters and Sounds or support for spelling • Time to organise thoughts and complete work • Withdrawal groups to support literacy and numeracy • Additional reading including comprehension, grammar 	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Use of ICT to record work • Co-operative group activities planned into lessons • In class targeted support • Speech and Language group support using Black Sheep materials • Targeted support to develop Listening and thinking skills • Tailoring resources though simplification of language- use of rebus 	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support and reminders from all adults • Separate table for independent work if needed (work stations) • Social skills group training e.g. turn taking, social stories, role play • Small group circle time • Monitoring at playtime, buddies, play leaders to support 	<p><u>Wave 2</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Gross Motor Skill training • Fine motor programmes – threading, scissors, keyboard skills • Teodorescu resources • Alternative recording of work • Speed up handwriting programme • Cool kids

	<u>Wave 3</u>	<u>Wave 3</u>	<u>Wave 3</u>	<u>Wave 3</u>
	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Wave 3 maths • 1-1 additional phonics teaching (Letters and sounds, PAT, Word Shark, CLLD phonics) • Addition spelling teaching- rapid spelling • Individual reading – rapid reading • Memory skills • Scribe when appropriate • Rapid writing 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • 1 – 1 Social interaction (Greet TA/CT, talk about feelings / day or draw pictures) • Individual support from Sp & Lang (SALT) • 1-1 speech therapy sessions delivered by school • Use of ICT 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual reward charts / organisation chart / feelings diary • Individual intervention by BST/WO and strategies. • 1:1 support during unstructured times • Small group intervention to develop social skill / emotional development /supporting mental health • Access to the learning lounge 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Tailored learning environment, which may include specialist equipment • Individual support from OT/physiotherapy • Adaptation to aid access

Year 5 and 6 (Upper Key Stage 2)

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
5/6	<p>Wave 1</p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Guided reading / writing / maths groups • Increased visual aids (word lists, memo lists, punctuation pyramids, connective lists) – class made • Use of writing frames.- class made • Differentiated reading and writing schemes • Support for spelling / steps to success 	<p>Wave 1</p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Modelling of good use of language • Simplified language, minimal use of language, reinforcement of language using simple signing • Position seated in classroom appropriate • Pre teaching of vocabulary • Visual timetable 	<p>Wave 1</p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Use of individualised resources to promote and develop social and emotional literacy • Consistent application of whole school behaviour policy, rewards, sanctions • PSHE / Circle time • Position seated in classroom 	<p>Wave 1</p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating, rest breaks • Use of resources to promote easier access to learning e.g. writing slope, triangular pencil, soft touch balls • Physical arrangement of classroom, including furniture
	<p>Wave 2</p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support (lit, numeracy) • Multi-sensory spelling groups using magnetic letters, sand etc • Additional Letters and Sounds or support for spelling • Time to organise thoughts and complete work • Withdrawal groups to support literacy and numeracy • Additional reading including comprehension, grammar • Additional support in preparation for more formal testing 	<p>Wave 2</p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Use of ICT to record work • Co-operative group activities planned into lessons • In class targeted support • Speech and Language group support using Black Sheep materials • Targeted support to develop Listening and thinking skills • Tailoring resources though simplification of language- use of rebus 	<p>Wave 2</p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support and reminders from all adults • Separate table for independent work if needed (work stations) • Social skills group training e.g. turn taking, social stories, role play • Small group circle time • Monitoring at playtime, buddies, play leaders to support • Additional support in preparation for more formal testing 	<p>Wave 2</p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Gross Motor Skill training • Fine motor programmes – threading, scissors, keyboard skills • Teodorescu resources • Alternative recording of work • Speed up handwriting programme • Cool kids

<u>Wave 3</u>	<u>Wave 3</u>	<u>Wave 3</u>	<u>Wave 3</u>
<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Wave 3 maths • 1-1 additional phonics teaching (Letters and sounds, PAT, Word Shark, CLLD phonics) • Addition spelling teaching- rapid spelling • Individual reading – rapid reading • Memory skills • Scribe when appropriate • Rapid writing • Advice sought about suitable adjustments for formal testing 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • 1 – 1 Social interaction (Greet TA/CT, talk about feelings / day or draw pictures) • Individual support from Sp & Lang (SALT) • 1-1 speech therapy sessions delivered by school • Use of ICT • Advice sought about suitable adjustments for formal testing 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual reward charts / organisation chart / feelings diary • Individual intervention by BST/WO and strategies. • 1:1 support during unstructured times • Small group intervention to develop social skill / emotional development /supporting mental health • Access to the learning lounge • Advice sought about suitable adjustments for formal testing 	<p>Individual Provision Plan (IPP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Tailored learning environment, which may include specialist equipment • Individual support from OT/physiotherapy • Adaptation to aid access • Advice sought about suitable adjustments for formal testing

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the AHT Inclusion or Headteacher
- If you are still not happy you can contact the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Shropshire LA, includes money for supporting children with SEND.
 - <http://shropshire.gov.uk/the-send-local-offer/>
 - More information regarding this is available on the Shropshire Gov website
- 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 Head Teacher and the AHT Inclusion 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

And decide what resources/training and support is needed.

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

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

Teaching Assistants

- Rachel Owen (HLTA)
- Mel Clews (HLTA)
- Calvin Hignett (HLTA)
- Kim Russell
- Sara Evans
- Andrea Carswell
- Jo Pragg
- Lynne Wilde
- Sarah Bainbridge
- Esther Griffiths
- Hazel Weston
- Angela Ackers
- Jodie Braddock-Bould
- Victoria Howes
- Jade Hignett
- Laura Askew

Learning Lounge and Pastoral Support

- Diane Jones

Bought in services by the school:

- Woodlands Outreach Service
- Educational Psychology Service
- Learning Support Advisory Service

- Severndale Outreach Service
- Spectra ASD Service

Provided and paid for by the Health Service (Shropshire NHS Trust) but delivered in school:

- Sensory Service for children with visual or hearing needs
- School Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The AHT Inclusion's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half term and a National Curriculum level given in reading, writing, numeracy.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEN Plus will have an IEP/PCP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The AHT Inclusion will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The AHT Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If your child is at the SEN plus level of the code of practise, three meetings per year (one each term) will be available for you to meet with the class teacher to review IEP's/ PCPs and set new targets.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Mereside accessible to children with SEND?

- The school building is accessible to children with physical disability
- The upper level of school is not accessible to children with physical difficulties, however due to the flexibility of classroom organisation, alternative arrangements can be made.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.

- Extra curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise 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 he/she knows 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.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
 - Transition days are organised so that your child can meet their new teacher before the next academic year.
- In Year 6:
 - The AHT Inclusion will contact the SENCO of your chosen secondary school to discuss the specific needs of your child.
 - Where appropriate, the AHT will organise a meeting with the new SENCO and the parents / carers to discuss the child's needs and any concerns.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - 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.