



Mersey Drive Community Primary School

Children and Families Act 2014

Special Educational Needs and Disability – The School Information Report

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document taken from Bury Council, Children Services framework and sets out the School Information Report for **Mersey Drive Community Primary School**.

What kinds of special education needs provision is made at Mersey Drive Community Primary School?

Pupils at Mersey Drive Community Primary School with additional needs include children with barriers with:

- Social & Communication
- Cognition & Learning
- Emotional & mental health
- Sensory or Physical

In addition the local authority's Enhanced Provision for ASD forms part of our school. Admission arrangements for the provision are through annual panel meetings for children identified by professionals within Bury LA schools and nurseries. The Enhanced Provision provides two functions. Firstly to provide time limited assessment places and secondly to provide inclusive support for children who have the cognitive ability to access their age related learning but a Mainstream or Special School would not be appropriate.

How does the school know if a child or young person needs extra help?

The following ways to identify SEND may be used:

- Information from the child's pre-school setting.
- Discussions prior to admission into school
- Early Years Foundation Stage data which is collected during classroom observations
- Baseline and statutory assessments
- Transition meetings
- Parental meetings
- Person centred meetings for children with special needs support plans every term
- Observations/interactions with pupils
- On-going assessment. Data used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- Educational psychologist reports, input from social care, input from the Health Care Team, the Additional Needs Team involvement and from the Outreach team.
- Annual Review meetings

This forms part of the Assess- Plan -Do Review Cycle

The SENDCo reviews the evidence to see if progress has been made from the application of high-quality teaching and intervention. Parents are then invited to a Person-Centred Review meeting to discuss the outcomes and plan the next steps with the class teacher.

Children are assessed continually by their class teacher using teacher assessments and some tests. Every term these assessments are reported to the Senior Management Team (SLT). Children who are not making progress are identified. Teachers then raise concerns and provide evidence of high-quality teaching and support in place to the SENDCo and the SLT.



Interventions or support are planned by the class teacher, tailored to the child's needs and to address their barriers to learning. Teachers record the impact of the intervention on the child's learning.

The class teacher meets with the SENDCo and the parents to discuss their concerns. The meeting follows the Person-Centred planning process. Outcomes for the child are agreed and a plan of intervention and additional support is put in place. This is then reviewed 6 Weeks after the intervention has been started

All teachers are responsible for every child in their care, including those with special educational needs.

In 2017-2018 we had 43 number of children who receive some sort of SEN Support, this includes 11 children in the provision for children with a diagnosis autism. 4 of these children went on to high school, 2 into alternative provision and 1 into mainstream. 1 child went to a specialist provision outside of borough. The children in provision all have EHC plans. In the mainstream school we have 5 children with EHC plans and had 3 children with SEN Support plus funded. 1 of these children went on to mainstream high school. The school have another 24 children who were classed as having SEN support.

What are the school's policies for making provision for pupils with special educational needs?

- School have an up to date SEN policy this has been agreed by the governors.
- School adopt a person centred approach to inclusion in school. Pupils, parents and carers are involved in the process every stage of the process and ongoing dialogue is central to our person centred approach.
- The school's approach to teaching pupils is inclusive and can target and accommodate pupils' needs, teachers plan lessons that engage all pupils and enables all children to reach their full potential.
- The school adapts the curriculum and learning environment we work closely with Educational Psychologist and the Additional needs team to ensure that children's needs are met. Termly meetings are held with the professionals to review the provision.
- Additional support for learning is available to pupils and is closely monitored.
- SEND Provision is mapped out and shows how school spends the SEND funding. This is updated half termly. This helps identify those children who may have a greater need and therefore need to apply for additional funding.
- School use data from teachers' assessment and termly person centred planning meetings to assess how the effective the provision is. Any changes that need to be made are then put in place.
- If a child has an Education Health Care, as well as termly person centred planning meetings, an annual review of progress with parents and professionals. This is reported to the Local Authority and adjustments are made to their provision if required.
- The school arrangements for assessing and reviewing the progress of pupils is clearly stated in the assessment policy
- School enables all pupils to engage in activities, as we are an inclusive school. If children are unable to take part in activities due to their additional needs adaptations or alternative activities are planned.
- At Mersey Drive we have a Wellbeing and Pastoral lead (Mrs Wilcox) that works with children who require Social, Emotional and Mental Health support. Mrs Wilcox works closely with Mrs Yates the SENDCo.

- Mersey Drive is a mainstream Community Primary School. The school is committed to ensuring all pupils receive a high quality education and realise their academic potential regardless of any challenges they may face.
- Every child's needs are different and teachers are experienced in identifying these and the necessary support required. The class teacher and the Special Educational Needs Co-ordinator (SENDCo) will discuss with parents the most appropriate approach to be taken for each student.
- Pupils with SEND are educated in the classroom, wherever possible. As part of our inclusive strategy pupils will receive intervention and support from teaching in small groups, individually with a teacher or a teaching assistant. This will be based on each individual's needs and those laid out in Personal Education, Health and Care plans.
- Interventions are recorded on our school's SEND Provision Map which is monitored and evaluated as part of the progress tracking system of all pupils.
- A range of tools are used to monitor progress on an on-going basis. For children with SEND progress is discussed with parents and reported to them a person centred planning meeting. This forms part of the Assess, Plan, Do, Review process; this may be termly or more frequently if needed. From this a Special Needs Support Plan is created that outlines the needs of the child and has clear outcomes.
- Pupils with a statement of special educational needs, or Education, Health & Care Plan have, in addition, a formal Annual Review. An annual report is provided for all pupils that reviews progress and attainment and sets goals for the future. Feedback from these reports is sought from parents as part of our ongoing monitoring of communication.
- The school has a fully inclusive policy, and students regardless of special educational need or disability are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability. Provision that needs to be put in place to allow a child to join in an educational visit will be discussed and planned out with parents before a visit where a concern is raised.

Who is responsible for coordinating support for children with special educational needs?

- The class teacher is responsible for teaching all children in their class and are responsible for ensuring that they all make progress.
- When a child is identified as having additional needs the Special Educational Needs Co-ordinator (SENDCo) becomes involved. The SENDCo at Mersey Drive is Mrs C-L Yates
- There are many members of staff who will also impact on a child's education at Mersey Drive Primary including Class Teachers, Wellbeing Lead, Teaching Assistants, Education Attendance Officer and a wide range of other additional professionals.
- Parents should contact their class teacher in the first instance with any concerns.
- The School Office will be able to help any parent with their enquiries and get them the relevant support or contact they require. The SENDCo can be contacted by phone or face-to-face on Mondays, Tuesdays and Wednesday.
- Contact: C-L Yates

Telephone – 0161 766 6298

Email – merseydrive@bury.gov.uk

What expertise does Mersey Drive have and how is training secured for teaching staff and others working with children and young people with special educational needs?

- SENDCO holds the National Award of Special Educational Needs and has been a SENDCo at a previous setting for 5 years.
- Specialist training is secured for staff from various sources including staff meetings led by specialist teachers from SEN schools, in house training by the SENDCo and Senior Leadership Team, and training by health care professionals and through courses held by Bury local education authority.
- It is also expected, as part of staff ongoing CPD that they keep themselves updated with current educational issues and best practice.
- Teaching Assistants have been trained in many interventions and also useful behaviour management strategies and teaching methods. A number of staff based in the Alternative provision base have had Team Teach training.
- School have staff trained to run the following interventions: Memory Magic, Talk About interventions, Jump Ahead, Motor Skills United, Five Minute Box, Toe by Toe, Nessy, Nessy Fingers, PAT, Numicon, Circle Time, Beat Dyslexia, Working Memory, Phonics interventions, reading interventions, emotional literacy, sensory circuits, fine and gross motor skills.
- School have a nurturing approach to behaviour management and staff are trained to use de-escalation techniques.

The role of the SENDCO

- Monitoring, reviewing and evaluating the provision for children with special educational needs.
- Accessing advice from and liaising with external specialist professionals who support children with SEN including:
 - Speech and language Therapy

- Educational Psychology
- Additional Needs Team (including: Cognition & Learning Team, Complex Difficulties, Physical Difficulties and Communication Difficulties Team)
- The Ark (for behavioural concerns)
- Sensory Impaired Teams (visual & hearing)
- Developing, updating and reviewing the school's SEN policy
- Planning and facilitating Person Centred Planning meetings
- Ensuring SEN support plans and behaviour plans are kept up to date and reviewed on a termly basis
- Ensuring that parents are involved in supporting their child's learning, informed about the support provided for in school for their child and participate in reviewing progress of their child
- Organising, facilitating and providing specialist support and training for teachers and support staff in the school
- Monitoring interventions and their impact.

How are facilities and equipment secured for additional specialist needs?

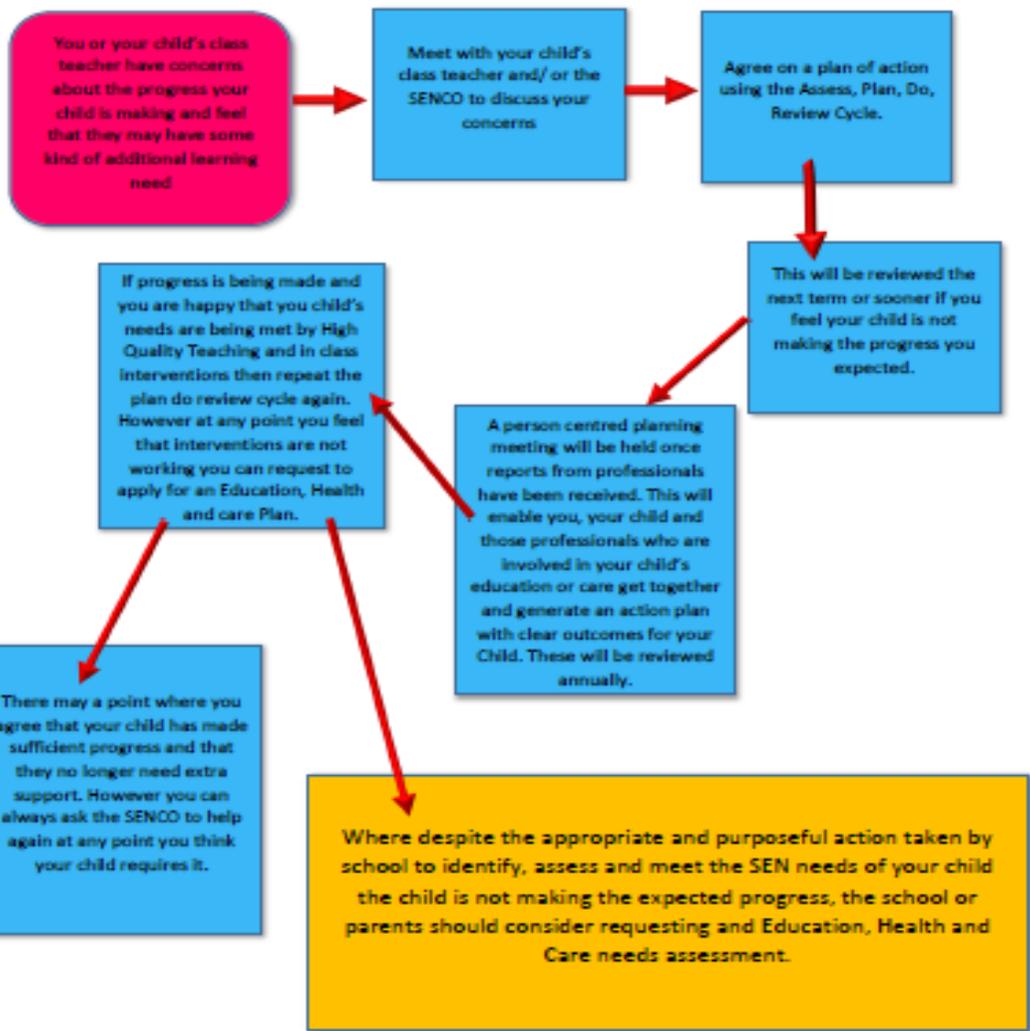
- Mersey Drive Primary works closely with specialist professionals including Occupational Health and Physiotherapy services who provide or loan specialist equipment.
- Further assistance is secured via the Additional Needs Team who provides advice concerning the equipment needs of individual children.
- School can refer children to organisations where they may hire or loan equipment. We can also make an application for funding to be able to purchase equipment according to specific needs.
- Mersey Drive Primary has excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment.
- The school is accessible to wheelchairs but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments.
- There are several disabled access toilets on site and a facilities room situated in the AS Provision
- The school has all classrooms fitted with interactive whiteboards. Students with both auditory and visual impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Sensory Needs Team.
- Laptops and iPads are available for students with SEN as appropriate and a wide range of subject specific aids are used including ear defenders, different size and coloured balls in Physical Education, different fonts, overlays and larger print/worksheets and books.
- The school has staff trained in sensory needs and we have a dedicated space for children to access sensory support.
- We have an outside space where children can access outdoor learning and this is accessible to children in wheel chairs.

What are the arrangements for consulting parents of children with special educational needs and involving them in the education of their child?

- If there are concerns about a child's progress parents should contact the class teacher, in the first instance.
- In the event of class teacher concerns, they will contact the child's parents.
- Should the issues continue the SENDCo will meet with the child's parents and class teacher and develop a plan.
- If after an agreed period of time no improvement is made and interventions seem to be ineffective the SENDCo can request, upon parental consent, support from different professionals.
- A person centred planning meeting will be held and a Support Plan agreed.
- This forms the basis of the Assess, Plan, Do Cycle, in line with the Special Educational Needs and Disability Code of Practice.
- The Support plan is then worked on and reviewed with the parents and the child as the cycle ends.
- Discussions occur between the class teacher and parents on a needs basis and could include written communication in journals or emails.
- The school operates an 'open door' policy where parents are able to make same day appointments with specific teachers.
- School also hold coffee mornings where parents can meet with staff members to discuss issues they may have.
- Parents are consulted by the SENDCo if staff feel that the advice or support of outside professionals would be beneficial. Requests for help with these outside agencies are only sought if authorisation has been given from the child's parents.
- In Autumn and Spring term Parents' Evenings are held to give parents the opportunity to discuss the progress of their child. The SENDCo is available to meet with during these times.
- Our SENDCo can be contacted at any time via email or via a message left at the school office. Our SENDCo will contact parents, where appropriate, at various stages of the school's SEND process.

- For children with a statement of educational need or Educational Health & Care Plan parents attend an Annual Review meeting to celebrate progress and share their views. Parents' and pupils' views are sought for their Annual Review.
- During discussions/meetings parents are encouraged to give their feedback to how their child is progressing, this is recorded.
- Parents are offered advice about how they can be involved in their child's education.

Before you meet with your child's class teacher note down any concerns that you want to raise. Consider taking your partner or friend to the meeting. Think about what do you want school to do?



What arrangements does Mersey Drive Primary have for consulting young people about, and involving them in their education?

- Mersey Drive has a School Council Team. The children's views are sought and considered about their learning experiences and their learning environment.
- Every child devises their own personal target.
- The children have various roles and responsibilities around school e.g. Year 5 are Play Ground Pals, Y6 are Peer Mediators and Prefects, monitors of classroom equipment, gardeners and litter pickers.
- The views/feelings and ideas of children with SEND are sought as their Support plan EHC plan is created and each time it is reviewed.
- When a child who has a statement/EHC Plan has an Annual Review Meeting approaching they are asked to fill out some questions about their learning, successes and wishes.
- The child attends the meeting and talks about their strengths and achievements; they may present a piece a work.
- This meeting is a celebration of the child's year gone by. If they wish to the child can, for example, decorate the meeting room, have their favourite snack available or play their favourite music.
- All children with additional needs have a 1 page profile that is created with the child so that all staff understand the needs and how to support the child.
- If school were applying for SEN Support Plus Funding or an EHC Plan then the pupil would be asked to fill out the 'One Page Profile' in order to include their 'voice' in the application.
- Self-assessment of children's work is used throughout the curriculum to encourage dialogue between pupil and teacher.
- A range of pupil voice activities happen throughout the year linked to annual curriculum monitoring matrix.

What arrangements have the Governing Body made in relation to complaints from parents of pupils with special educational needs concerning the provision made at the school?

- Should the parents of a child with SEND have concerns about the provision provided at Mersey Drive Primary, the SENDCo will discuss these concerns, take action to resolve it and give feedback within 2 weeks.
- If the issues cannot be resolved then the SENDCo or parents will contact the Head teacher to take further action.
- The Governing Body has a designated SEND link governor: Cllr Miss Mary Whitby. She can be contacted via the school office should parents wish to discuss any issues.
- The school also provides parents of children with SEND details of Bury Parent Partnership who can liaise between parents and school if necessary.

How does the Governing Body involve other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils?

- The SEND link governor is given details of the progress of SEND children in school.

Contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32 (mediation)

Please refer to the information set out in Bury Local Authority's 'Local Offer' www.bury.gov.uk

What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education (transition) or in preparation for adulthood and independent living

- Mersey Drive Primary has an extensive transition programme for pupils. All children have the opportunity to have taster sessions with their next teacher in the appropriate classroom.
- Meet the teacher evenings are also held in June for parents where they can meet their child's new class teacher. Should further individual meetings be required, they are arranged at this time.
- When moving from Foundation Stage to Year 1 transition booklets are sent home over summer so that the child can familiarise themselves with the new setting, routines and staff. There is a Year 1 workshop held in the Autumn term for parents new to Year 1.
- To reduce any negative impact of moving on for children with SEND, enhanced transition includes additional visits to the new classroom and interaction with new teaching staff. The extra sessions are dictated by the individual child's needs. For example, children with social communication difficulties, photographs are taken of the new setting and the pupil is involved in completing an introduction booklet that they take home over the summer.
- Where appropriate the SENDCo arranges additional transitional meetings between parents, outside professionals, teaching staff and SENDCo from the new setting.
- For children with a statement of SEND or an Education, Health Care Plan in the summer of Year 5 a

transition plan is established during the Annual Review. As soon as the high school is chosen the secondary school SENDCo is invited to attend transition meetings during Year 6 and their final Mersey Drive Annual Review.

- The SENDCo and the Year 6 class teacher meet with secondary colleagues to ensure that assessment and progress data, SEN, attendance and behaviour information, and information about friendship groups etc. is passed from Mersey Drive Primary to enable a smooth transition to secondary school. Additional visits are also arranged where they are deemed necessary to reduce any anxiety.
- Pupils with an EHC Plan have devised their detailed 'Pupil Profile' that includes all the information that helps the child to learn and feel comfortable. This is passed up to High School staff. The EHC Plan itself is a wealth of knowledge on works well for the child.

13. Information on where the local authority's local offer is published

www.bury.gov.uk