



# INFORMATION REPORT

# SEND

## SEND stands for Special Educational Needs & Disabilities.

Meersbrook Bank is a small (one-form entry) mainstream primary school. We are committed to providing all children with a broad and balanced academic and social curriculum. As part of our commitment to equal opportunities we ensure that all children, including those with SEND, have access to all aspects of school life and feel fully part of our school community.

Our SEND Information Report aims to set out how our school will support and make provision for children with SEND.



**SENCO**  
Lisa Bussey  
(Special Educational Needs Co-ordinator)

## There are 4 broad areas of SEND

- Communication & interaction
- Cognition & learning
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

## How do we identify if your child has SEND?



We identify children's needs using a range of means:

- Information passed on from other nurseries and previous primary schools
- Informal day to day assessments and observations during class time
- End of Key Stage statutory outcomes and progress data
- Referrals for concerns from parent and carers
- Screening tools to assess areas of need
- Specialist assessments carried out by external agencies
- The child's voice

If we feel that your child is not making the progress we would expect over a sustained length of time, we will arrange to speak with you.



**SEND Governor**  
Julie Petty

## A graduated approach

A graduated approach recognises that children learn in different ways and have many types and levels of SEND. So increasingly, step by step, our approach will 'grow' as we introduce new methods or specialist expertise. Help may be only needed for a short time, for many years or for the whole of their education.

## What does additional school support look like?



## Who are specialist support services?

We might feel that it would be useful to involve other agencies such as:

School nurse or doctor  
Autism Team & Ryegate  
Educational Psychologist  
CAMHS (Mental Health Team)  
Speech & Language Teacher  
Occupational Health Worker  
Family Support Worker  
Social Care Worker

## Training

Staff have accessed training in the following areas:

- Supporting children with Autism
- Dyslexia Support
- Read Write Inc
- Born to Move Motor Programme
- Mighty Minds
- Speech & Language Interventions such as VIP, NIP, LEAP
- Team Teach
- Trauma Informed Approach diploma

## Social, emotional and mental health for children with SEND?

- Trauma informed Teaching Assistant who facilitates wellbeing sessions
- Targeted support for individual pupils
- Use of the Boxall Profile to assess individual areas of need
- Pupil Voice
- Mighty Minds intervention
- Specialist support from the MAST team, and the Educational Psychologist.
- An anti-bullying policy embedded in the ethos of our school

## What happens next?

We will write a **support plan** in conjunction with you. (These used to be known as IEPs or Individual Education Plans) This plan will identify specific and measurable targets with outcomes for children.

## What arrangements do we have for assessing and reviewing pupils' progress?

- Termly reviews for children with SEND
- Regular communication with parents
- Pre and post intervention assessments
- Pupil Progress meetings (between the Headteacher and class teacher)



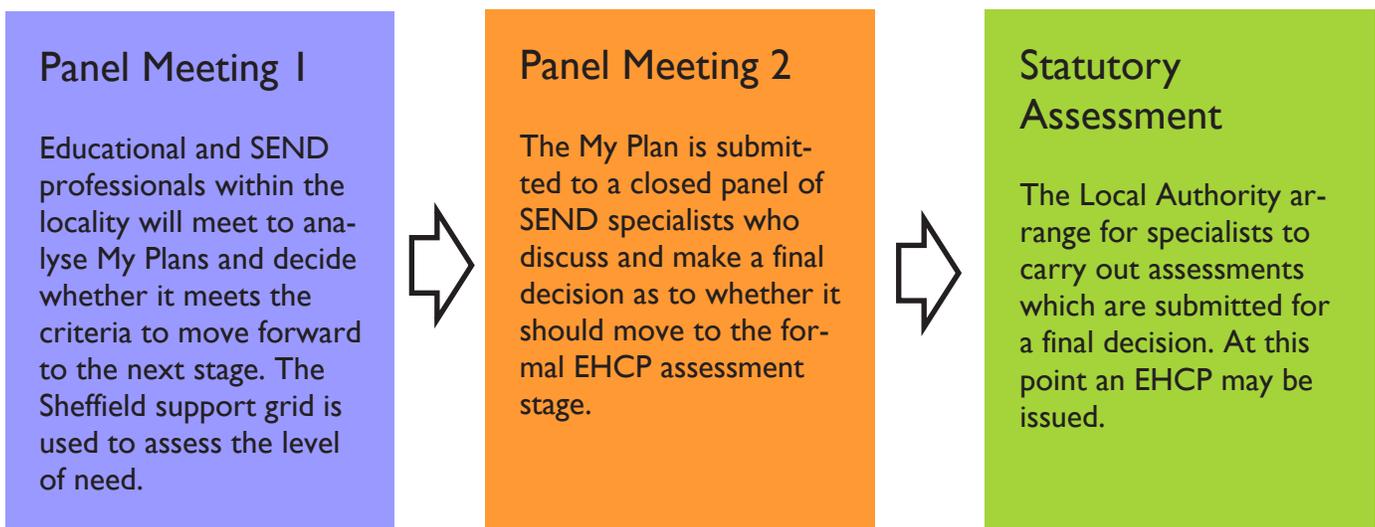
## How do we judge whether support for SEND pupils has had an impact?

- Progress meetings are held in which individual children are discussed and their progress evaluated.
- Pre and post assessments for all interventions
- Teacher assessments following interventions
- Termly review meetings are held to review outcomes and track progress

## My Plans

Sometimes, the measures that we put into place are ineffective or have limited success. On occasions when a child has not made progress towards the outcomes, the school will consider whether we need to put together a more detailed document called a **My Plan**. The MyPlan is primarily intended for learners on SEN Support in mainstream settings who have significant needs or if a child requires more complex but lower-level provision. The MyPlan should give parents a much clearer idea of the extra help provided at school

The Authority will expect to see evidence of the action(s) taken by the school prior to the request being made. This will usually be several reviews of the My Plan document.





# Education Health & Care Plan

Education Health Care Plans used to be known as a Statutory Assessment or a 'Statement of Special Educational Needs'.

The plan is a document put together by professionals in education, health and social care to make sure children with SEND have a package of support to help them through to adulthood (until they are 25). They will give their recommendations as to what must be in place. This could be the daily/weekly allocation of specific support which needs to be in place. The plan might stipulate that the Authority should delegate funds to the school in order to help them to put this support in place.

## A Person-Centred Approach

When the Local Authority agree to an EHCP, it will be reviewed annually to ensure that the targets and outcomes match children's needs.

There will be an additional two reviews so there is an opportunity to discuss progress at regular intervals throughout the year.

The review meeting is usually held in school. You will take part in the review alongside

your child's teacher, the SENCO and the other agencies involved in the child's support plan.

Depending on their age and emotional maturity, children may also be invited to take part in some or all of the meeting. If we feel this is not the right choice, they will be consulted about their thoughts and wishes before the review takes place.



## Personal Budgets

Sometimes it is appropriate for the child's family to hold the personal budget linked to the EHCP. Requests to hold to the budget must be requested from the Authority.

## Responsibilities

The SENCO is responsible for the implementation of SEND arrangements in school, and they are managed by the Head Teacher.

The Governors have due regard to the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND. The Governors agree priorities for spending within the SEND budget to ensure all children receive the support they need.

## Where is your “Local Offer” published?

The Sheffield Local Offer is available on the Sheffield City Council Website

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUml>

## Support for parents & carers

There is a wealth of information on the Sheffield SEN Disability Information and Support Service website in addition to other support groups.

You are not alone!



## Transition

We are committed to supporting children in making the transition from one education setting to another. This is carried out with younger children coming to us for ‘taster’ sessions with us in the Summer Term before they begin in Reception.

If children transfer from another school as an older child, we also invite them to pop in for a day (or whatever works well for them) to get used to their new surroundings.

Moving on to secondary school can be quite daunting for some children. When appropriate we work with them on transition passports, so they have opportunities to talk through any of their worries or concerns.

Year 6 children attend additional transition events during the Summer Term in order to get to know the staff and their new friends.

## Complaints

We hope to be able to resolve concerns before they reach the point where you feel you need to make a formal complaint.

We encourage parents to speak with the class teacher in the first instance to discuss concerns.

Parents can also discuss matters further with the SENCO.

The school’s complaints policy is available on the school website for further information.

