



# 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.

### There are 4 broad areas of SEND

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

A pupil may have a need in more than one area of SEND.

### 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
- Information from an external agency, for example, medical services
- 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.



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



**SEND  
Governor**  
Julie Petty

### What is the SEND register?

- A list of all pupils within the school who have SEND
- Information about their areas of need and level of support required
- A legal requirement for all schools to have an SEND Register
- Parents are informed when their child is added to it
- Reviewed regularly

## 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 and Social Communication Team

Ryegate Children's centre

Educational Psychologist

CAMHS (Mental Health Team)

Speech & Language Teacher

Learning Support teacher

Occupational Health Worker

Family Support Worker

Multi-Agency Support Teams

Social Care Worker

Adoption Services

We involve other agencies in agreement with parents and in line with the graduated response.

## 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
- Emotional Regulation

## A graduated approach

A graduated approach recognises that children learn in different ways and have many types and levels of SEND.

We follow the assess, plan, do review model so increasingly, step by step, our approach will 'grow' as we introduce new methods or specialist expertise as determined by a child's progress. Help may be only needed for a short time, for many years or for the whole of their education.

We use the Sheffield Support Grid to help us ensure that we are doing everything we need to for an individual pupil.

## 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 your child and will incorporate your view points and preferences. One Page Profiles may sometimes be used which includes parent's views on how they would like their child to be supported as well as the things that are important to their child.



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

- Termly reviews for children with SEND
- Regular communication with parents
- Pre and post intervention assessments
- Pupil Progress meetings (between the Headteacher and class teacher)
- Pupil's consulted on their thoughts and feelings regarding progress and wellbeing.

## 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



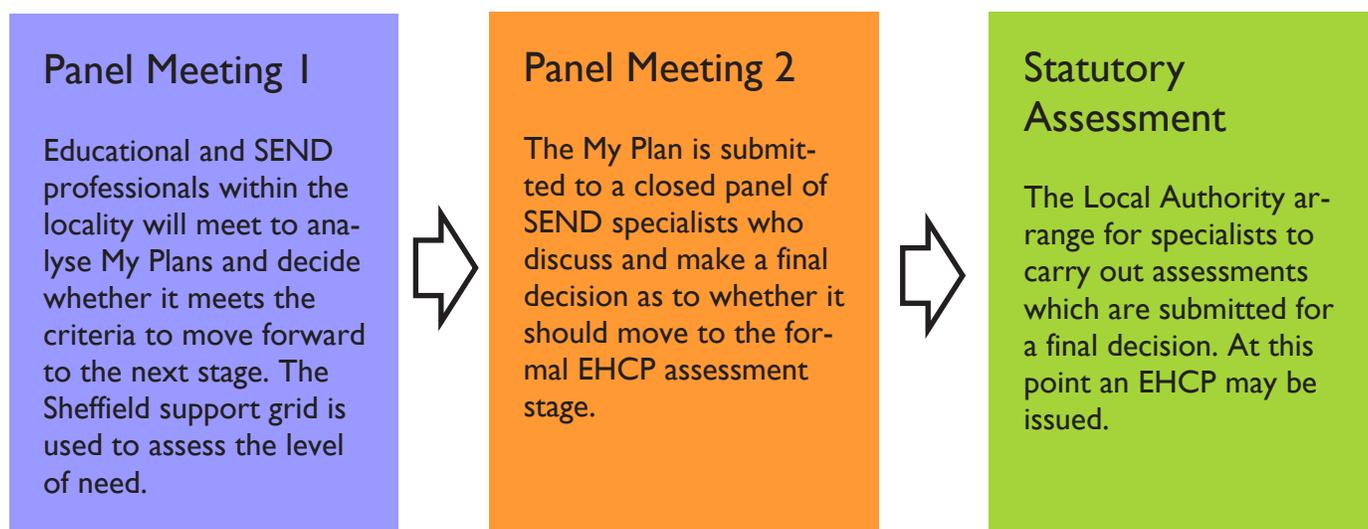
## How will the curriculum and learning environment be adapted to my child's needs?

We strive to be as inclusive as possible and we treat each child as an individual whilst considering their specific needs. All work within class is differentiated to an appropriate level for each child. A wide range of teaching techniques and lesson adaptations are used so that the curriculum meets the needs of all learners with SEND. When a pupil has been identified as having Special Educational Needs, their work may be differentiated on an individual basis, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. This could be through the teacher's use of questioning, how much support they require, having a different task to do or whatever appropriate adaptation is needed. This may also include specialist equipment such as pencil grips, adapted scissors etc.

## 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 My Plan 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 My Plan 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.



## How do we support children's social, emotional and mental health?

Our Relationship, Sex & Health Education (RSHE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.

School assemblies and themed activities such as anti bullying week also cover a broad range of aspects within this curriculum.

In addition to this:

- A 'Trauma Informed' Teaching Assistant facilitates wellbeing sessions
- We use the Boxall Profile to assess individual areas of need
- We listen to pupil and parent voice
- We implement targeted support including the Mighty Minds intervention and planned programmes of support written around a child's individual needs.
- Specialist support from the MAST team, and the Educational Psychologist is accessed
- Anti-bullying, behavior, SEND and Equality policies are embedded in the ethos of our school. Inclusion is embedded throughout all of our school policies.

## How do we ensure pupils with SEND are included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If it is deemed that an intense level of support is required, a parent or carer may be asked to accompany their child during the activity so they can take part safely.



# 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 and these are included in the review notes.

It is really important that you feel involved in all of the choices made about your child's education, support and care.



## Personal Budgets

Sometimes it is appropriate for the child's family to hold the personal budget linked to the EHCP. Requests to hold 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. For pupils with SEND the SENCO they will be invited to attend additional transition sessions.

There will be transition meetings and discussions between one setting and another prior to the pupil joining or leaving so that as much information can be gathered about a pupil and passed on to all relevant staff to help prepare

## 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.

