

# Mere Green Primary School SEND Information Report

## ***How does the school identify when a child has additional learning needs and how will Parents be informed?***

The school takes a graduated response in identifying children with additional needs, with a key focus on early identification where possible.

Your child's progress will be tracked through teacher assessments. If your child is not making expected progress the class teacher will discuss this with you and will differentiate their teaching / provide additional resources to try and meet your child's needs. If your child continues to make slow progress they may be supported through a specific intervention program.

The school has a bank of assessment tools which enable us to identify your child's specific needs. We can use this information to plan how best to support your child in class and if necessary to design an intervention program for them. Your child's needs may be recorded in a single page profile.

The school may seek additional support in identifying your child's additional needs with outside agencies such as Pupil and School Support (PSS); Avril Bull, Communication and Autism Team (CAT); Mark Hill and our Educational Psychologist (EP); Anita Soni.

Most children's needs can be met through the services provided within the Birmingham local offer <https://www.localofferbirmingham.co.uk>, however should your child require additional support we may seek to apply for an education, health and care plan (EHCP).

Parents and carers know their children well. We want to hear from you if you have any concerns about your child. Please talk to your child's class teacher, the SENDCo, or a member of the pastoral team for further support.

## ***What are the kinds of SEND that are provided for at Mere Green?***

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction – for example Autism Spectrum Condition, Asperger's Syndrome, Speech and Language difficulties.
- Cognition and Learning, for example dyslexia, dyspraxia.
- Social, Emotional and Mental Health difficulties – for example attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical needs – for example visual impairments, hearing impairments, processing difficulties, epilepsy, children using mobility aids.
- Moderate and multiple learning difficulties.

We work closely with outside agencies in order to best support children who may be classified in one or more of the above. Before referring your child to one of these services we will discuss the referral with you first and importantly gain your parental permission. These include:

- ❖ Educational Psychology
- ❖ Counselling service 'Beyond the Horizon'
- ❖ Communication and Autism Team (CAT)

- ❖ Pupil and School Support (PSS)
- ❖ Visual impairment Team (VI)
- ❖ Hearing Impairment Team (HI)
- ❖ Physical disabilities and sensory support service (PDSS)
- ❖ Speech and language therapy service (SLT or SALT)

For more information about Local Authority SEND support teams and services visit

<https://accessstoeducation.birmingham.gov.uk>

### ***What support could be given to my child?***

At Mere Green our aim is to provide personalised support tailored to each individual's needs. Where possible we try to ensure this support is provided within children's day to day classroom learning experiences. This is typically through scaffolding of learning aims and materials.

Sometimes children require additional support through the form of intervention groups. These may be delivered additional to the curriculum by their teacher, the pastoral team, or a member of the support staff.

Some of the intervention programs used include

Reading, writing and maths:

Precision teaching

Word Wasp and Hornet for reading and spelling

Cued spelling

Ruth Miskin – Read Write Inc

Project Code X – reading program

Dancing bears - reading program

Nessy – reading and writing

Power of 2 and 3 – maths program

Sensory/Physical and Social, emotional and mental health:

Fine motor skills

Gross motor skills

Lego therapy

Social skills groups

ELSA materials

Personalised 1:1 mentoring, or group mentoring

THRIVE approach

### ***Adaptations to the curriculum and learning environment***

We adopt a proactive approach in providing an enabling environment for every pupil. Additional information can also be found in our Accessibility Plan and School Behaviour Policy. Alongside and in conjunction with this we:

- Scaffold learning within our curriculum to ensure all pupils are able to access it.
- Adapt our resources and staffing
- Use recommended aids such as media, overlays, visual timetables, larger fonts etc
- Adapting and personalising our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, breaking tasks down into small steps etc

### ***How will school inform me of my child's needs and progress?***

We will have early discussions with pupils and parents when identifying whether they need special educational provision. These conversations ensure that:

- ✓ Everyone develops a good understanding of the pupil's areas of strengths and difficulties.
- ✓ We take into account the parents' concerns.
- ✓ Everyone understands the agreed outcomes sought for the child. ☐ Everyone is clear on what the next steps are.
- ✓ Notes of discussions are added to the pupil's records and available to parents on request.

Parents are notified, usually verbally in the first instance, when it is decided that a pupil will receive SEND support and be added to the SEND register.

### ***Assessing and Reviewing Pupils' Progress towards Outcomes:***

We follow a graduated response and utilise the 'assess, plan, do, review' approach. Class teachers, supported by the SENCo, complete an analysis of the pupil's needs which draws on:

- Teacher assessment and experience of the pupil.
- Previous progress, attainment and behaviour.
- Other teachers' assessments where relevant.
- The individual pupil's development in comparison to their peers and national expectations.
- The views and experiences of the parents.
- The pupil's own views.
- Advice from external support services and agencies, where relevant.

Assessments are undertaken and reviewed regularly, and may be both formal and informal in nature. All staff working with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that may be required. These may also be recorded as part of a single page profile or SEND plan. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and this is formally reviewed with the SENCO each term.

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

You will be invited to attend a parent's evening appointment with your child's class teacher each term.

Outside of this, staff may ask to meet with you to discuss your child's needs/progress or provision they have put in place to support your child. You may also request a meeting with staff through contacting the school office in the first instance.

If your child needs additional provision or strategies to meet their needs, these will be recorded within a SEND support plan. This comprises of:

1. One page profile

2. A SEND support plan
3. 3.Birmingham literacy and maths Toolkits.

1.

(Name)'s One Page Profile



My strengths, talents and interests

Photo

Important things to know about me

How you can support and communicate with me

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2.

## Mere Green Primary School SEN support plan

Name:                      Class:                      Date plan started:

Persons contributing:



Date	My Target I am working hard to achieve	What do I need to do? What can others do to help?	Who is going to help me and when?	Outcomes How did I do?

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A2E Birmingham Language and Literacy Toolkit		Name:	DOB:	School(s):			
Writing Continuum		Year: N R 1 2 3 4 5 6 7 8 9 10 11					
	SPELLING	COMPOSITION	PUNCTUATION AND GRAMMAR	HANDWRITING			
Band 16 <small>national expectation at the end of 16</small>	I can spell most common words accurately. I can use the spelling patterns I know to help me to spell most words accurately. I can use dictionaries and thesaurus effectively to support me when I am writing.	My writing is well-paced and makes sense; events are clearly and logically related. I can create settings and characters clearly and include enough detail. There is good interaction between them. I can use varied sentence construction, including longer compound sentences and some complex sentences.	I can proof-read and edit my writing, making changes so that it is more interesting and the meaning is clear. I can use semi-colons, colons and dashes accurately in my writing e.g. 'It's raining; I'm fed up'.	My handwriting is smooth and easy to read. I can choose the appropriate look for the task I am doing.			
Band 15	I can use hyphens to join prefixes to root words e.g. co-ordinate, re-enter. I can spell some common words with silent letters e.g. island, seldom, doubt, haste.	I can create detailed settings, characters and plot using a wide range of vocabulary and grammar. I can link my ideas across paragraphs using a wide range of vocabulary e.g. 'On the other hand...' 'As a consequence...' I can use a range of tools (graphic organisers) to plan my writing to make sure my ideas fit the task and the audience.	I can use different ways to organise the information in my writing e.g. bullet points, tables, columns. I can use hyphens to make sure my meaning is clear e.g. recover / re-cover.	My handwriting is clear, joined and easy to read. I can write at a speed of around 12 words a minute.			
Band 14	I can spell words ending with: -about, -four, -four-odd e.g. conduct, confusion, partial, special. I can spell words containing the letter string -ough e.g. bought, enough, through, plough, thorough.	I can choose different vocabulary, phrases and adverbs to make my writing more interesting. I can use connectives for effect when I am writing in paragraphs to link my ideas. I can use a variety of tools to help me plan what I am going to write.	I can use brackets or dashes to indicate a comment I am making in a sentence. I can use commas effectively to make my meaning clear and to avoid confusion. I can select and use the appropriate vocabulary and structures for different writing tasks and audiences.	My handwriting is clear, joined and easy to read. I can write at a speed of around 10 words a minute.			
Band 13 <small>national expectation at the end of 14</small>	I can spell words that begin with: -dis, -mis, -in, -re e.g. disappear, misbehave, inactive, redo. I can spell words that end with: -sion, -cian, -sion e.g. tension, musician, permission.	I can use detail - e.g. direct speech, description of settings, feelings or motives, to develop my characters and/or settings. I may use main or sub-headings, separate closing remarks, or distinguish different episodes, etc. I can organise a series of paragraphs around a topic/theme.	I can check my writing for spelling and punctuation mistakes and to see if it makes sense. I use standard English when I am writing e.g. we were instead of we was. I can use the correct spelling for words that sound the same but are spelled differently so my sentence makes sense e.g. break/broke, play/plane, whose/who's.	My handwriting is clear, joined and easy to read. I can write at a speed of around 8 words a minute.			
Band 12	I can spell correctly words that end in: -ture, -tion, -ly e.g. adventure, sensation, usually. I can spell words that start with: -super, -anti, -auto- e.g. outgraph, Superman, anticlockwise.	I can sometimes use what I know about types of texts to help me when I am writing for different purposes e.g. recounts, reports, instructions, poems. I can use paragraphs to group my ideas when I am writing. I can make simple notes from non-fiction texts e.g. key words and phrases, page references, headings, and use these in my writing.	I can sometimes use speech marks correctly when someone is speaking in my writing. I can use commas accurately in my sentences e.g. 'Before we begin, make sure you have a pencil'.	I know which letters can be joined and join most of them correctly.			
Band 11	I can spell some words where ch is sounded differently e.g. chess, chess. I can spell some words where the same sound is spelled in a different way e.g. vein, way, obey.	In my writing I can sometimes use what I know about genres to describe characters, settings and events and put them in the order that makes sense. I can write about events using the language of time e.g. 'When he said...', 'Suddenly...', 'After that...'. With my teacher's help I can sometimes group some of my ideas into paragraphs for their content. I can use story maps and word webs to help me plan what I am going to write.	I can sometimes use speech marks correctly when someone is speaking in my writing. I can use a or an or correctly depending on the word that follows it e.g. a cat, an open box. I can use an apostrophe to show when something belongs to someone e.g. Ben's car.	My handwriting is easy to read with tall and long letters clear to see.			
Band 10 <small>national expectation at the end of 10</small>	I can add the endings: -ed, -er, -est, -ing, -es to words where the first consonant is doubled e.g. lettered, letter, peeling, pointed. I can spell words that end in: -ment, -ness, -ful, -less, -ly e.g. enjoyment, careful, sadless, hopeless, badly. I can spell most of the words in the Year 2 list.	I can use interesting vocabulary to describe characters and events. I can use the 4 main types of sentence in my writing (i.e. statement, question, exclamation and command). I can use different words to join my sentences e.g. when, if, because, so, but. With my teacher's help I can sometimes use a writing frame to help me plan what I am going to write.	I can use some simple words that sound the same but are spelled differently correctly in my writing e.g. their/there, wear/where. I can use apostrophes to show when letters are missing e.g. can't, it's. I can usually use exclamation marks and question marks correctly in my writing. I can usually choose, use and keep to the correct tense in my writing.	I am starting to join some of my letters. My handwriting is easy to read.			
Band 9	I can add the endings: -ed, -er, -est, -ing, -es to words that end in y where I have to change the y to i e.g. hopper, hoppest. I can spell words that end in -ion e.g. station, fiction. I can spell half of the words in the Year 2 list.	I can write a simple factoid report. I can use ideas from stories in my own writing e.g. 'once upon a time'. I can write sentences using joining words such as then, after, but.	I nearly always use capital letters and full stops correctly in my writing. I can use commas when I am writing a list.	When I am writing most of my letters are written correctly and are spaced out properly.			

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Each child's SEND profile will be shared with parents via email following a formal review each term. You are then invited to comment/make amendments through contacting the class teacher.

***How does the school enable Pupils with SEND to engage in extra curricular activities available to those in the school who do not have SEND:***

- All of our extra-curricular activities and school visits are available to all pupils.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports days, school plays/productions/workshops etc.

No pupil is excluded from taking part in these activities because of their SEN need or disability. We operate a policy of co-operation with parents and carers in ensuring that we are able to provide appropriate reasonable adjustments for those pupils who have a requirement.

***What training have the staff, supporting children and young people with SEND, had or are having?***

Each class staff member attends a CPD session each week. These sessions will have a focus on SEND at least twice per term, with a minimum of 6 CPD sessions across the year having a SEND focus.

During the academic years 2020-2021 and 2021-2022 staff have had/will be having training provided by the SENCO and external providers within the following areas:

- Dyslexia (delivered by pupil and school support and SENCo)
- Autism (delivered by CAT)
- ADHD (delivered by Educational psychology)
- Emotion coaching (delivered by Educational psychology and SENCo)
- Restorative Justice (delivered by SENCo, Educational psychology, Restorative Justice outsourced company)
- Sensory needs (delivered by independent Sensory specialist)
- Bespoke training for specific staff for manual handling, physio and medical needs training
- Bespoke training for staff from speech and language therapy
- Makaton training for EYFS staff

The school has a qualified SENCO who gained the National SENCo award in 2012. The SENCo is also ELKLAN trained.

The school has a learning mentor who has received THRIVE training. The school also has a TA who is a qualified ELSA and dyslexia specialist.

***How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?***

**Before starting school:**

Children joining Mere Green with an already identified SEND will receive the following where suitable:

- A home visit from the class teacher/SENCO/Assistant head teacher/pastoral lead
- A transition booklet with photos detailing key information such as the uniform, their new class, key areas of school such as the dinner hall, playground and toilets etc
- A personalised letter from their new class teacher with details about them
- A transition meeting with current setting staff and parents and the option of a transition session(s)

**On leaving the school:**

- Key information such as SEND support plans, Safeguarding records, outside agency report will be shared with the receiving school.
- A transition meeting with receiving school and parents will be held
- If necessary to support successful transition, a member of school staff will visit new school and attend some sessions for the first week with the child to settle them in.

**Children transitioning to secondary school:**

- The Year 6 cohort are screened into 3 levels of need – those needing level 1 universal transition support, those needing level 2 transition support (which includes extra transition sessions and meetings with receiving secondary school) and those needing level 3 transition support (personalised support which may include visits to secondary school with a member of Mere Green staff, extra meetings with secondary school staff at Mere Green for pupil/parent to ask questions, secondary staff attending EHCP or SEND plan review, 1:1 mentoring sessions i.e. to explore secondary timetable, the school website, rehearse a typical day and what resources will be needed etc)

***How does the school support Emotional, behavioural and Social Development?***

We have a large pastoral team consisting of a family support worker and learning mentors. One of our mentors is THRIVE trained and we have a teaching assistant who is an ELSA.

***What is a Mentor?***

A mentor is someone in school that works with children on a 1:1 or small group basis both in and out of the classroom environment. The aim is to support various areas including: Personal, Social or Educational needs - these can include Withdrawn Behaviour, Confidence, Isolation from Peers, Loss, Organisation, Classroom Disruption to name but a few.

***Why has my child been identified for Mentoring?***

There are many reasons for a child being mentored; these could include raising a child's confidence, support if a close family member is seriously ill, if attendance is low, falling out with social peer

group, or even if a child's behaviour is causing concerns. There are many reasons for a child to need some type of mentoring. A child's need for mentoring may have been identified by a school staff member, or parents are able to directly refer to the pastoral team.

Your child's mentor will contact you to discuss the referral and what they plan to do to support your child. Your child's mentor will contact you at regular intervals to discuss your child's progress and when mentoring comes to an end.

***How can I contact the pastoral leader?***

The pastoral leader and family support worker is

**Ranjan Hoath**

**r.hoath@meregrn.bham.sch.uk**

**0121 3081384**

***What if I don't want my child to be mentored?***

That is your choice; we can only work with a child one to one, if you (the parent) give your permission. You have the right to Refuse your child a mentor if you wish – but our intentions are always to help the child in achieving their potential.