

Special Educational Needs Information Report

To enable the Mere Green Child to thrive, we ensure that every child receives the highest quality first teaching, a well structured, enriching curriculum that they are able to access independently or through scaffolded support.

Some children are highlighted as having additional needs as identified in the SEND Code of Practice 2015, and in some cases, more than one additional need. All areas of need are viewed with equals importance, however one need is often identified as a 'Primary Need'.

Provision for children with additional needs follows a 'Graduated Approach' and monitored through an Assess, Plan, Do, Review process. When specialist support is required external agencies are sources and these professionals work alongside the pupil, parents and school to provide bespoke provision to ensure progress is made from the child's individual starting points.

The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil. For some children with Educational, Health, Care, Plans (EHCP) a bespoke curriculum is implemented to ensure that the child develops skills needed to enhance long life learning.

| Cognition and Learning | Support available in our school |
|--|---|
| <p>Children and young people who find learning, thinking and understanding harder than most other pupils.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Misinterpreting instructions • Losing focus • Doesn't ask for help • Work often unfinished • Slow to get started • Doesn't work well in groups • Needs individual instructions • Take longer to learn basic skills • Find it difficult to remember things such as; • key words, times tables, spelling • Find it difficult to follow instructions • May need more time to think about their answers | <ul style="list-style-type: none"> ➤ Teachers provide additional scaffolding to support through visual, auditory and concrete resources. ➤ Adapted teaching/resources to ensure the Mere Green Child reaches the same outcome in all learning. ➤ Extra support may be given through pre and post teaching to ensure the child has more opportunities to transfer the information required from their short term memory to their long term memory. ➤ Use of technology to enable opportunities to revisit teacher input through methods such as pre recorded videos, apps, quizzes and opportunities to learn at home. ➤ Additional support through small group work lead by an adult to help the child to learn the things they are finding difficult. ➤ Extra support can be given to the child by an adult for short, sharp interventions during the day (but does not impact the wider curriculum offer) ➤ Support from external agencies commissioned, should progress not be evidenced. |

| Communication and Interaction | Support available in our school |
|--|---|
| <p>Children who find it difficult with interacting with the people and world around them.</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Talking to other adults and or children and young people, especially when in a group • Talking about a topic they haven't chosen to talk about • Making friends or keep friend for a long time • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying the things they are thinking • Understand what other people mean when they are talking | <ul style="list-style-type: none"> ➤ Teachers adapt learning opportunities to ensure all children make progress from their own starting points. ➤ Teachers scaffold learning to ensure all children are able to make progress from their own starting points. ➤ Support programs/apps are used to help the child build communication and interaction skills ➤ Resources are used within in the classroom to help support the child to access the teaching and learning (for example visual timetables, task boards, social stories) ➤ Intervention/advice is implemented from specialist staff trained in school ➤ Support from external agencies commissioned, should progress not be evidenced. |

| Social and Emotional Needs | Support available in our school |
|--|---|
| <p>Children who find it difficult to manage their emotions and behavior in a way that affects their daily life.</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Regulating emotions when leaving parents and presenting at school • Settling in the classroom ready for learning • Approaching things which are new to them • Following rules and accepting boundaries • Sitting still for long periods of time • Ability to regulate process loud sounds and noise • Sensory processing difficulties • Making or retaining friendships • Understanding own or others feelings • Taking responsibility for things they do • Applying resilience | <ul style="list-style-type: none"> ➤ Children are supported through Emotion Coaching on arrival and during the day through a whole school approach ➤ Some children are supported through pastoral support (Referral required) through the Thrive/ELSA programs ➤ Some children and parents are supported through family support (Referral required) ➤ Teachers adapt learning opportunities to ensure all children make progress from their own starting points. ➤ Teachers scaffold learning to ensure all children are able to make progress from their own starting points. ➤ Support programs/apps are used to help the child build resilience, mental strength and a greater understanding of Emotional Intelligence. ➤ Resources are used within the classroom to help support the child to access the teaching and learning (for example visual timetables, task boards, social stories, timers, emotional identification aids. ➤ Intervention/advice is implemented from specialist staff trained in school ➤ Support from external agencies commissioned, should progress not be evidenced. |

| Sensory and/or Physical Needs | Support available in our school |
|---|---|
| <p>Children who have a disability that may make it difficult for them to manage their everyday life without adaptation, reasonable adjustments or support</p> <p>This may be because of a hearing or visual impairment, physical disabilities or other medical needs.</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Moving around without the aid of a walking aid or wheelchair • Taking medication without an adult helping them • Hearing what others are saying or seeing what is around them. • Accessing the learning environment without support or modification | <ul style="list-style-type: none"> ➤ Specialist equipment ➤ Adaptations to the learning environment or wider school ➤ Adapted learning opportunities to ensure progress is made from own starting points. ➤ Teachers scaffold learning to ensure progress is made from own starting points. ➤ Intervention/advice is implemented from specialist staff trained staff in school ➤ Support from external agencies/outreach services |

1. How does Mere Green Primary School identify and assess Special Educational Needs?

- See Early Identification Graduated Approach (Appendix 1)

