

## Special Educational Needs Information Report

To enable the Mere Green Child to thrive, contribute and develop mental strength, 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 maybe implemented to ensure that the child develops skills needed to enhance long life learning. Collectively, school, parents, pupils and external professionals agree these bespoke curriculums.

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"> <li>• Misinterpreting instructions</li> <li>• Losing focus</li> <li>• Doesn't ask for help</li> <li>• Work often unfinished</li> <li>• Slow to get started</li> <li>• Doesn't work well in groups</li> <li>• Needs individual instructions</li> <li>• Take longer to learn basic skills</li> <li>• Find it difficult to remember things such as;</li> <li>• key words, times tables, spelling</li> <li>• Find it difficult to follow instructions</li> <li>• May need more time to think about their answers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers provide additional scaffolding to support through visual, auditory and concrete resources.</li> <li>➤ Adapted teaching/resources to ensure the Mere Green Child reaches the same outcome in all learning.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Additional support through small group work lead by an adult to help the child to learn the things they are finding difficult.</li> <li>➤ Extra support can be given to the child by an adult for short, sharp interventions during the during the day (but does not impact the wider curriculum offer)</li> <li>➤ Support from external agencies commissioned, should progress not be evidenced.</li> </ul>



<b>Communication and Interaction</b>	<b>Support available in our school</b>
<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"><li>• Talking to other adults and or children and young people, especially when in a group</li><li>• Talking about a topic they haven't chosen to talk about</li><li>• Making friends or keep friend for a long time</li><li>• Following rules made by someone else</li><li>• Dealing with changes in the way they usually do things</li><li>• Dealing with noises, smells or other sensations around them</li><li>• Saying the things they are thinking</li><li>• Understand what other people mean when they are talking</li></ul>	<ul style="list-style-type: none"><li>➤ Teachers adapt learning opportunities to ensure all children make progress from their own starting points.</li><li>➤ Teachers scaffold learning to ensure all children are able to make progress from their own starting points.</li><li>➤ Support programs/apps are used to help the child build communication and interaction skills</li><li>➤ 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)</li><li>➤ Intervention/advice is implemented from specialist staff trained in school</li><li>➤ Support from external agencies commissioned, should progress not be evidenced.</li></ul>

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



<b>Sensory and/or Physical Needs</b>	<b>Support available in our school</b>
<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"><li>• Moving around without the aid of a walking aid or wheelchair</li><li>• Taking medication without an adult helping them</li><li>• Hearing what others are saying or seeing what is around them.</li><li>• Accessing the learning environment without support or modification</li></ul>	<ul style="list-style-type: none"><li>➤ Specialist equipment</li><li>➤ Adaptations to the learning environment or wider school</li><li>➤ Adapted learning opportunities to ensure progress is made from own starting points.</li><li>➤ Teachers scaffold learning to ensure progress is made from own starting points.</li><li>➤ Intervention/advice is implemented from specialist staff trained staff in school</li><li>➤ Support from external agencies/outreach services</li></ul>



### **How does Mere Green Primary School identify and assess Special Educational Needs?**

See Early Identification Graduated Approach

### **How do the school know how much progress is being made by the Mere Green child with Special Educational Needs?**

All children's progress, including those children or young people with special educational needs, are tracked using the school's assessment tracking system. Pupils are assessed in daily lessons through marking, observations and questioning, known as assessment for learning. More formal assessments are completed at regular points throughout the academic year and dependent on the child's academic ability specialist assessment may be used to evidence progress if the child is unable to achieve the National levels.

In Birmingham, we also have access to the Birmingham Language, Literacy and Maths toolkits (Continuums) which support assessment when a child or young person needs to secure smaller steps of progress. In addition, for children with special educational needs, we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the class teacher, and members of the senior leadership team. This information is shared with parents during review meets, child progress meeting or sooner should the need arise.

### **What extra-curricular activities can a Mere Green Child with Special Educational Needs access at school?**

All children have access to our extra-curricular activities and the (MAD) Making A Difference Guarantee (see the enrichment website link) In addition to the wide and extensive school offer, our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include breakfast clubs, lunchtime clubs, social interaction groups, sensory stimulating sessions, play therapy, music /singing lessons.



**Does the school have a Special Educational Needs co-ordinator? If so who are they and how can someone get in touch with them?**

Our school has a Primary Hub SENCO- Mrs Stephanie Field

Mrs Field holds the National Award for Special Educational Needs Coordination.

If you would like to talk to her then you can contact the School Office to book an appointment, however, it is always recommended that you speak with the class teacher in the first instance.

**What training does the staff in school have in relation to supporting the Mere Green child with their Special Educational Needs?**

Mere Green Primary School have high expectations and aspirations for all pupils and believe that all staff should be involved in supporting pupils with special educational needs, so we make sure that staff have training to help them do this.

Some of our staff have had training for, Emotion Coaching, Thieve, ELSA, Early Help, ADHD, ASD, Dyslexia, as well as any training needed to support any medical needs, to ensure they are able to meet the needs of all pupils.

All 1;1 inclusion assistants receive bespoke training to enable them to meet the needs of the individual they are supporting such as Precision Teaching, Toe by Toe, Speech & Language programmes and much more. All staff receive regular CPD to support a specific area of development through weekly CPD or masterclasses. All staff are trained regularly to support pupils with SEN to use assistive technology to support their daily practice.

**How do the school get more specialist help for the Mere Green Child if they need it?**

Mere Green Primary School ensure that following the graduated approach, any child not making the expected levels of progress, have the best opportunity to do so, therefore, we commission or consult with external local authority or privately funded agencies to enable the best possible programmes of support for the child.

Following the stages of the graduated approach, if we can evidence that a pupil needs more specialist help we can work with the following people to get this.

Agency or Support Service	Who they work with
Community Autism Team (CAT)	Children who already have a diagnosis of Autism or communication difficulties and in some cases, those who are being assessed for a diagnosis.
Educational Psychology Service (EPS)	Children with complex needs. The EP will always be involved with a child who is in the process of referral for an Educational Health Care Plan EHCP. Often Children will have a combination of needs such as Cognition and Learning, Communication and Language and or Physical Needs.
Pupil and School Support (PSS)	Children who are working considerably below the levels of expected for their age. PSS, support planning of next steps to enable next level of support. PSS begin the Birmingham Dyslexia Pathway, after evidence of the Graduated Approach cycles, within school. PSS stop the Birmingham Pathway at any point progress is made by the child.
Speech and Language (SALT)	Children with a high level of speech and language needs.
Physical Disability Service (PDS)	Children with physical disabilities which impact on their access in the school environment.
Occupational Therapy (OT)	Children with physical difficulties that may affect their fine or gross motor or sensory needs.
Behaviour Support Service (COB)	Children with emotional, social and mental health difficulties that impacts their ability to self regulate affecting their behaviour for learning in school.
Therapeutic Services (Play, Drama, Music, Dance)	Children with emotional, social and mental health difficulties that impacts their ability to self regulate affecting their behaviour for learning in school.



### **How are Mere Green parents of children with Special Educational Needs involved in the education of their child?**

Mere Green Primary School has an open door policy to parents ensuring we are always approachable so parents feel involved in the education of their child. In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Senior Leaders are present at the start and end of the day on school gates.
- Communication via Dojo directly from the class teacher or SENCO.
- Information on the school website.
- Child progress meetings and termly review meetings, where child and parent voice are obtained.
- ILP reviews consisting of a half termly mini review
- Parents, children and school work in collaboration to write learning plans.
- Inclusion advice and support available face-face, email or pre arranged meetings.
- Signposting for parents who require additional support (Pastoral offer, Early help, family support, behavior support, parenting advice)
- Team around the child meetings involving any external agency, parent/careers, Inclusion lead and Class teacher
- Parents and pupils voice on SEND through regular surveys
- Annual reviews for children with an EHCP (Education and Health Care Plan) Parent and pupil voice obtained
- Signposting to training, networks and supports groups for parents of pupils with SEND.

### **How are pupils with Special Educational Needs involved in their own education?**

We aim to involve all children in our school in the evaluations and implementation of their own education. For those children, with special Educational Needs we use a variety of strategies to support this including:

- Pupil voice
- Child centered reviews and part of the EHCP review meetings
- Evidencing own progress on Showbie (ipads)
- Self, peer assessment opportunities
- Resources which children can choose to aid independence
- Use of technology to further enhance learning experiences
- Through individual interests children are chosen to represent the school as ambassadors with specific whole school focus.
- Pupil's contribute to the planning of child led curriculums where EHCP/SSPP specify adaptations are required.

### **How do the school support pupils with Special Educational Needs through transition?**

We aim to make times of transition as easy as possible for the children and young people in our school. When starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school
- Speak with staff at the child previous school or setting where needed
- Provide the child with a transition book that has photographs of the key staff and areas around school where needed.
- Read reports from people who have worked with the child
- Arrange visits to our school so the child gets to see it before they start properly
- Give any adults working with the child a one page profile or pupil passport describing the things that help to support them in school where needed.

### **When moving to a new year group we:**

- Introduce the child to their new teacher and provide time for the new class teacher to have meet with the child wither 1:1 or with a small group of peers to begin to develop a trusting relationship and ease anxiety.
- Provide the child with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays if needed.
- Talk to the child and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child access to their ILP targets, Pupil passport and where required Showbie.

### **When moving to a new school we:**

- Talk to key staff at the new school about things that help the child to learn well and be happy at school
- Arrange extra visits to the new school if that is what the child needs.
- Talk to the child and their family so we can answer any questions they may have about the new school
- Enable team around the child meetings to further support. transition.

**If a parent of a Mere Green child with Special Educational Needs has a complaint about the school, what are the steps that are in place to resolve this? Who should a parent of a Mere Green Child contact should they need to escalate a complaint?**

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Senior Leadership Team. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

There will always be a solution and often an open and honest conversation can eliminate and concerns as all parties have a common goal – To ensure the child is able to Thrive, contribute and develop mental strength.

**What are the support services that can help parents with pupils who have Special Educational Needs?**

Agency	How they support parents	How to contact them
<a href="https://www.birmingham.gov.uk/SENDIASS">https://www.birmingham.gov.uk/SENDIASS</a>	<p>This service exists to provide advice and information to parents and pupils in Birmingham.</p> <p>This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to revise information on other issues that maybe useful</p>	<p>Special Educational Needs Parent Partnership Special Educational Needs Parent Partnership Service The POD, 28 Oliver Street Nechells, Birmingham B7 4NX Email Address: sendiass@birmingham.gov.uk Telephone Number: 0121 303 5004</p>
<p>Beyond The Horizon</p>	<p>Bereavement Counselling for children due to death, separation or divorce of a family member</p>	<p>Holly Cross Centre Beauchamp Road Billesley Birmingham B13 0NS Telephone Number: 0121 444 5454 Email: <a href="mailto:admin@beyondthehorizon.org.uk">admin@beyondthehorizon.org.uk</a></p>

Birmingham Families and Safeguarding Team	<p>The Family Support and Safeguarding Service is made up of:</p> <ul style="list-style-type: none"> <li>• Children’s centre staff and partner agencies (eg health visiting) providing services for all children</li> <li>• Family Support teams providing services for children with additional needs</li> <li>• Specialist Children’s Social Care teams providing services for children with complex needs</li> </ul>	<p>Contact the Family Support and Safeguarding Service via the Children’s Information and Advice Service</p> <p>Telephone Number: 0121 303 1888</p>
Forward Thinking Birmingham	Mental Health service	<a href="https://forwardthinkingbirmingham.nhs.uk">https://forwardthinkingbirmingham.nhs.uk</a>
Autism West Midlands	Support for those living with a diagnoses of autism or those living with someone who has Autism.	<p>Autism West Midlands Regent Court George Road Edgbaston Birmingham B15 1NU</p> <p>Telephone Number: 0121 450 7582 Website: <a href="http://www.autismwestmidlands.org.uk">www.autismwestmidlands.org.uk</a></p>

### How can parents find the Birmingham Local Authority’s local offer?

The Birmingham Local Authority’s Local Offer can be found at: [Home - Local Offer Birmingham](#)

This report was published in September 2024 and will be reviewed annually.  
Next review: September 2025