

SEND Information Report

2023 - 2024 SEND Information Report - Mersey Primary Academy

Our approach to teaching children with SEND

At Mersey Primary Academy we strive to support all children to enable them to enjoy their learning and reach their full potential.

We promote a 'whole school approach' to teaching and learning which involves staff adopting a model of high quality inclusive practise.

This aims to:

- provide a broad and balanced curriculum, offering children a range of experiences which are relevant to their present and future interests and needs
- maximised each child's opportunities to experience success and achievement and to develop a positive self-image
- to remove barriers to learning by understanding the needs of all pupils

1. What kinds of needs can be supported at our academy?

As an inclusive school, children with every type of need, including all categories of SEND, are supported at Mersey Primary Academy and we endeavour to ensure that every child in our school makes good progress and is well prepared for adulthood.

2. Who can I talk to about my child's needs?

- Class teacher
- SENCo (Special Educational Needs Co-ordinator) - Miss L. Jeacock
- Head of Academy - Mrs L. Gordon
- Assistant Principal - Mrs L. Milne
- Executive Principal

3. How are children's needs identified?

All children are different, so at Mersey Primary Academy we spend time identifying the individual needs of all children, whether they have a special educational need or not, before they enter the academy and throughout their school life.

Sometimes we are informed about their needs by parents; sometimes by external agencies already involved with the child; sometimes needs are identified as we get to know the child and assess them as not making the expected level of progress, often because they cannot access the curriculum in the same way as other children their age can.

4. How are children's needs identified before they start at our Academy?

As soon as we know that a child will definitely be attending our academy, we gather information about them so we can plan and prepare for his/her needs and ensure that he/she settles into our academy well and makes good progress in all lessons.

We gather information by a variety of means:

- Parent information meetings
- Discussions with outside organisations or agencies previously involved with the child
- Questionnaires to parents and children
- Working with previous schools or educational settings
- Home visits for Nursey children and any Reception children new to the school
- Visits to previous school/nurseries by arrangement

5. How are children's needs identified whilst at our academy?

- By working with the children
 - Pupil voice - an opportunity for children to say what is on their minds
 - School Council - a democratically elected group of children who act as a vehicle for listening and responding to other children and issues at Mersey Primary Academy
- Classroom or playground observation by the teacher, teaching assistant, SENCo, Educational Psychologist or other external agency
- Scrutiny of children's work - All pupils' progress and achievement is assessed by teachers in every lesson.
- By a parent telling us
- By informally talking to the class teacher
- Parents' Consultation Evenings
- At a meeting with the school's SENCo, Assistant Principal or Head of Academy
- Teacher Assessment - Academic achievement and progress information is collected for each pupil, half-termly, in order to ensure that all pupils are making good progress and will achieve their targets. This is to ensure that progress is monitored and targets can be set for individuals. Teachers also hold half-termly pupil progress meetings, with members of the Senior Leadership Team, in which barriers to learning are identified and decisions taken on how to improve progress
- Cognitive assessments carried out the SENCo

Other information that may be used to identify pupil needs

We also use other sources of information to identify any need for support

These include:

- analysis of behaviour records
- analysis of welfare logs
- information from other schools a pupil has attended

- other agencies
- termly reviews of progress against SEND desired outcomes
- use of provision maps
- monitoring of whole school and SEND data

6. How do we work in partnership with parents/carers of children with SEND?

We look to work closely with all our parents/carers to ensure that all pupils are settled and make expected progress. Working in partnership with parents/carers of children with SEND is even more important. As a staff we:

- Communicate regularly and informally through quick informal discussions and the beginning and/or end of the academy day as and when needed
- Termly parent afternoons – an opportunity for parents of SEND children to talk to the SENCo and Headteacher, and also share achievements with their children
- Make phone calls and/or send letters home
- Use Home-School books, where appropriate
- Have an open-door policy so that parents can speak to the class teacher (at the end of an academy day) and/or SENCo if they have a particular concern and would like a longer discussion. Meetings may also be held with members of the Senior Leadership Team.
- Hold Termly Review meetings with the class teacher and/or SENCo to discuss progress towards his/her desirable outcomes
- Provide parents/carers with a copy of the Graduated Approach stating the desirable outcomes agreed for their child and the strategies and interventions put into place to help him/her achieve them
- Annual Reviews for children with EHC Plans

7. How do we enable children with SEND to make decisions about their own education?

We encourage all children, including those with SEND, to make decisions about their own learning. All children are expected to evaluate their own learning progress and discuss their needs with their teacher.

We do this through:

- Questioning and discussions in lessons
- Written questioning in books
- During assemblies
- School Council
- Self and Peer assessment
- Extra-Curricular activities
- Termly Review meetings
- Termly pupil voice opportunities with a cross-section of SEND pupils

What are the different types of support available for children with SEND at Mersey?

The teacher will have the highest possible expectations for your child and all pupils in their class.

All teaching is based on building on what your child already knows, can do and can understand.

Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. All children in school receive this.

How are children with SEND supported through group work?

- Run in the classroom or outside.
- Specific intervention programme designed by the SENCo
- Run by a teacher or (most often) a Teaching Assistant who has had training to run these groups. These are often called Intervention groups.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers.
- She will plan group sessions for your child with targets to help your child to make more progress.
- A TA will run these small group sessions using the teacher's plans, or a recommended programme from an outside agency/SENCo
- This additional support will take the form of a continuous "assess, plan, do review" cycle. This means that interventions are revisited, revised and evaluated to ensure that your child is able to receive the most effective support and guidance in order to make progress.
- Where a child continues to make less than expected progress, despite interventions and support being put in place, the school may seek permission to contact outside agencies for specialist support.
- Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEN support which means they have been identified by the class teacher as needing some extra support in school

Children with SEND support

Children with SEND support have planned interventions which are recorded on the SEND provision map outlining the extra support that they receive in order to achieve additional agreed outcomes. These outcomes are decided by the SENCo and the class teacher with parental involvement and are evaluated at the end of the term. The

class teacher provides parents/carers with a copy of the provision that has been organised.

Children with an Educational Health Care (EHC) Plan

In addition to termly review meetings, we also hold an Annual Review for children with EHC plans. We work with parents and pupils and invite all of the professionals involved, to review the progress made against the outcomes in the EHC plan. We also aim to include the children's views in this meeting. This will include any information that the child wishes to share with the adults involved, including important information about their views and aims in life. Children may also attend the whole of Annual Review meeting or just state their views.

8. How do we help children when they move to our academy?

Before any child moves to our academy, we try to find out as much about them as possible in order for staff to be well equipped and prepared to meet all needs. We contact his/her previous educational setting and meet with parents to complete the necessary transfer of information procedures. All of our new children have the opportunity to visit the academy. Once we know that a child has SEND, we will meet with his/her parents/carers to decide on the desirable outcomes we are all working towards and develop a plan to support the children in order to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. Some plans may also detail a 'transition plan' to aid children settle into the academy easily. Adult support may be required within the classroom and this can be discussed with the child's previous school together with observations in setting.

9. How do we support children when they move to another school?

When any child moves to another school we always ensure the safe transfer of school records to the new school.

If a child has SEND we also:

- Pass on all SEND records

- Liaise with the SENCo or a member of the Senior Leadership team of the new school to clarify any information and provide any necessary advice
- For children with EHC plans, we can organise additional transition visits to the new school or work with them to help prepare them for the transition. For example, the SENCo may help a child compile a Transition Book of photographs and useful information which he/she can take home and refer to.

10. How do we support children when they move between classes and/or phases of education?

- Information will be passed on to the new class teacher in advance during a planning meeting between the new teacher and previous one. In addition, the SENCo will be available to answer any specific queries or provide updates for the new teacher
- Children will also visit their new classrooms and spend time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who present with anxiety about change. Children will also be provided with a Transition Booklet made to support the transition.

11. How are adaptations made to support children with SEND?

In line with the Equality Act 2010, children with disabilities will not be treated less favourably than others in the admission process. Mersey Primary will make reasonable adjustments to prevent discrimination. This duty is triggered in circumstances where a disabled person is placed at a substantial disadvantage in comparison to persons who are not disabled. Mersey Primary addresses this in the following ways:

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.

- Planning and teaching will be adapted on a daily basis, if needed, to meet each child's learning needs.
- A number of interventions which support learning, depending on the particular needs of individual children, are organized.
- The premises have also been adapted to provide easy access for pupils with physical disabilities. Staff are trained in delivering interventions, as necessary, to meet current and emerging SEND.

Every child at Mersey Primary Academy has access to their year group curriculum, through effective scaffolding and adaptive teaching, whilst simultaneously being taught at their level to close gaps in their learning. In exceptional circumstances, some children may have access to a personalised curriculum designed by the SENCo alongside the class teacher and any teaching assistant who support the child.

12. What SEND skills and training do our staff have?

Staff Members	Training completed
All staff	are trained in the requirements of: The new SEND Code of Practice The Equality Act All general academy policies on teaching and learning and behaviour management, including information on how to include children with SEND Epilepsy Awareness Allergy Awareness
Teaching Assistants	Our teaching assistants (depending on their roles) have had training in the following areas: Speech and Language programmes Autism Spectrum Disorder (ASD) Awareness Phonics Reading support Writing support

	<p>Maths support Dyslexia Awareness ADHD Awareness</p>
Class Teachers	<p>Autism Spectrum Disorder (ASD) Awareness Dyslexia Awareness ADHD Awareness Assessment Behaviour Management Differentiation and Scaffolding Inclusive Practise Graduated Approach - Assess, Plan, Do, Review Primary Focus on SEND - NASEN</p>
SENCo	<p>BA Hons Primary Education with QTS National Award for SEN Co-Ordination (Master level) Certificate of Competence in Educational Testing (CCET) accredited by the British Psychological Society</p>

13. Work with external agencies/services

The SENCo and other academy staff work with a range of agencies and professionals to support a variety of children's needs.

These include:

- Speech and Language Therapy Service
- School Health Advisors
- Educational Psychologists
- Learning Support Service
- Communication, Interaction and Access Team
- Social Care
- Specialist Health Professionals
- School Counselling Service

- Outreach support from Special Schools such as Northcott
- IPaSS - Integrated Physical and Sensory Service

14. How do we support the emotional and social development of all of our children?

At Mersey Primary Academy, we have a positive approach to behaviour management which is supported by the following school policies:

- Attendance
- Behaviour
- Child Protection and Safeguarding
- E-Safety
- Medical Needs
- SEND

We also teach children through various methods to support them socially and emotionally such as:

- Circle time
- Assemblies
- Small groups interventions such as Friendship Group and social stories
- Play Therapy
- Thrive

If necessary, we also support pupils' social and emotional development through individual support plans that teach social skills and coping strategies such as Emotional Control through:

- Play Therapy
- Primary Behaviour Service
- Educational Psychology service
- Thrive

15. How effective is our SEND provision?

Last year, we provided the following interventions for children with SEND:

- differentiated phonics, literacy, handwriting and maths groups
- individual speech and language therapy programmes
- IPaSS programmes for fine/gross motor skills
- Play Therapy - such as Lego Therapy
- EAL (English as an Additional Language) groups for new arrivals throughout the school
- Places at our after-school clubs

We also provided individualised programmes of support.

16. How are resources distributed across the school?

Resources are distributed according to need. Once a need has been identified, the academy will provide the appropriate resources, though this does not always happen immediately as organising a resource can take time. EHC plans will set out the main objectives and outcomes and will require provision and strategies to be put into place.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every half term. The school assess each child based on the national expectation for each Year Group. If a child is within age related expectation (ARE) they are assessed at "At Expectation". Those children who are not yet meeting ARE are assessed as "Below Expectation" and those children who are working above the expected standard are assessed as "Above Expectation"
- If your child is in on the SEN register, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This assessment tool is known as the Pre-Key Stage Standards assessment.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- All children with additional needs have a learning passport and have a termly one page profile meeting.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - o Letters/certificates/ texts sent home
 - o Additional meetings as required
 - o Half termly reports

17. What should you do if you have a concern about the quality or effectiveness of support your child is receiving?

All teaching is monitored to ensure that it is sufficient and of high quality by the academy's Leadership Team and other agencies such as OFSTED. This is done by observing lessons, reviewing books, assessing the appropriateness of the classroom environment in accordance with the National Curriculum, reviewing the progress termly of all children and also seeking feedback from pupils and/or parents/carers. This information is reported to the School Governors (AAB).

The SENCo has an active role in the observation of teaching of SEND children and also the observation of interventions. Work is reviewed regularly by the SENCo and assessed against the children's individual desirable outcomes.

If you have any concerns about your child's wellbeing or academic progress at any time, please contact school staff in this order:

1. Class Teacher

2. SENCo - Miss L. Jeacock
3. Senior Leadership Team – Mrs S. Griffin
4. Assistant Principal - Mrs L. Milne
5. Head Teacher - Mrs L. Gordon
6. Chair of Governors – Mrs Midgley- Wright

Click on the link below to view Hull's Local Offer.

<https://hull.mylocaloffer.org/s4s/WhereLive/Council?pageId=3018&lockLA=True>