Stronger Together

BRADGATE
Education Partnership

The Merton Primary School

SEN Information Report

Approved by: Trust Board: 9/9/26
Report produced by: Kathryn Trzcinski
Review Date: 9.9.27

Ambitious
Collaborative
Ethical

This Information Report has been prepared by Kathryn Trzcinski at The Merton Primary School and approved by the Board of Trustees on 9/9/26 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND	At The Merton, we make provision for a wide range of SEND needs, including but not limited to, communication and interaction needs (such as autism), cognitive and learning needs (including specific learning difficulties like dyslexia), social, emotional, and mental health needs (including anxiety and ADHD) and sensory and physical needs (such as hearing impairments).
The school identifies and assesses SEND by:	Teachers utilise the school's tracking systems to monitor each pupil's progress and academic achievements, as well as observing the pupil's behaviour and listening to concerns raised by parents. If a special educational need is suspected, the child is placed on 'Early Monitoring.' During this period, their needs are examined more closely through methods such as assessment analysis, observations of their learning and behaviour, and discussions with parents.
The school supports SEND in accordance with its policy framework which is set out at:	These policies set out the academy's approach to: • Assessing and review the progress of children with SEND; • Teaching children with SEND; • Adapting the curriculum and learning environment for children with SEND; • Making decisions on additional support in relation to children with SEND; • Ensuring inclusion of children with SEND with children without such needs across all school activities; • Supporting the emotional, social and mental development of children with SEND; and • Evaluating the effectiveness of our provision for our children with SEND."

The school's SENCO's details are:	Kathryn Trzcinski Tel: 0116 2608150 Email:SENCO@merton.bepschools.org
The school's staff have been trained and have expertise in the following areas:	At The Merton, our team comprises many experienced teachers and teaching assistants who regularly receive updated training from specialists. Our staff have Autism Level 1 certification, with some also receiving Level 2 training. Across the school, we have staff trained in Emotional Literacy Support Assistance (ELSA), Sensory Circuits, Precision Teaching, Makaton, Construction Club, Colourful Semantics and Team Teach strategies and have a Thrive practitioner.
The school will secure equipment and facilities for pupils with SEND by:	The school will use the SEN budget which is allocated annually by the Local Authority. Throughout the year, the SENCO along with the headteacher, will decide how the funds are allocated, taking into account the differing needs of pupils across the school. In some cases, the school may apply for additional SEN Intervention Funding (SENIF) though approval for this funding is not guaranteed.
The school aims to involve the parents/carers and pupils with SEND and will do so by:	At The Merton, we aim to foster honest and supportive partnerships between home and school and teachers are often available to have informal conversations or give updates to parents/carers. Parent's can schedule appointments with class teachers or the SENCO, who is also available via email and phone. There are two parents evenings per year along with a written report at the end of the school year. The SENCO is also available for 'drop-in' meetings or conversations during some parents evenings. If children have learning support plans, these are shared with the parents three times a year and children with EHCPs will have a review at least once a year.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	Parents are typically encouraged to first speak with their child's class teacher, who is often able to promptly address many concerns. Should further discussion be necessary, parents may also contact the SENCO via email, phone, or by arranging a meeting. Parent's can find more information about the Trusts Complaints Policy on the BEP website.
The school works with other agencies to support	Autism Outreach Team – supports schools and parents by providing specialised guidance and strategies to help to meet the needs of pupils with autism.

school with SEND and their families by:	The Mental Health Support Team – provide one-to-one Cognitive Behavioural Therapy (CBT) to pupils experiencing a range of mental health difficulties. Educational Psychologists – offers expert assessment, consultation and guidance to school and parents for students with a wide range of needs CAMHS (Child and Adolescent Mental Health Services) – supports schools and parents by providing specialised mental health assessments, treatments and guidance for children who need support with their mental health. Family Steps – offers guidance and practical advice for managing children's behaviour and emotions. Early Help – provide targeted support to children and their families to address emerging issues before they become more serious. The School Nurse – can provide advice on health issues such as nutrition, sleep, mental well-being. Specialist Teaching Services – provides expert advice to schools for children with specific learning needs or disabilities. Oakfield Specialist Outreach – provide bespoke specialist advice to teachers about children with a wide range of learning and behavioural needs. Children's Therapy Teams (including Speech and Language Therapy, Physiotherapy and Occupational Therapy) – provide expert advice to schools for children with specific needs. Please note – we can only access some of these services if the child has a diagnosis, we cannot refer children to some of these services and requests for some services are not always accepted, have a waiting list or have limited capacity.
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and	The contact details for the Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) in Leicestershire are as follows: **SENDIAS Leicestershire** • **Phone:** 0116 305 5614

the local independent advice and support service can be contacted at:	• **Email:** sendias@leics.gov.uk • **Website:** sendiassleicestershire.org.uk For the most current information, please refer to their official website.
The school works on transition arrangements for pupils joining or leaving the school by:	When children with SEND join our school, we ensure that any relevant paperwork is promptly obtained from their previous school. If required the class teacher and/or the SENCO will also contact the previous school for additional information. Where appropriate, bespoke transition is offered which may include additional transition sessions and an extended transition time. Pastoral support is also provided where appropriate. We maintain excellent relationships with our local secondary and special schools, and we liaise carefully before and after the transition process for each pupil. For children who may require additional support beyond standard arrangements, we may implement one or more of the following strategies: • Additional transition sessions • A meeting with the SENCO arranged prior to the transition • Staff from the subsequent school visiting to spend time with the pupil, teacher, SENCO, and parents • Consideration of an initial timetable and provision of support during the first week, if necessary • Close liaison and transfer of relevant documentation between the school SENCO and the previous or forthcoming SENCO
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability