

# The Merton Primary School

## The Local Offer for SEND



2020-21

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Welcome to our SEND 'Local offer', which forms part of the Leicestershire Local Offer for learners with special educational needs and disabilities [SEND]. All governing bodies of maintained schools and the proprietors of academies have a legal duty to publish information on their website about the implementation of the new code of practice– July 2014. The information published must be updated annually. The required information is set out in the SEN

*At The Merton Primary School we strive to support all children to enable them to achieve at school. For most children this will mean no more than quality first teaching in the classroom. However for some children there may be a need for additional and/or different support in order for them to reach their full potential.*

From 2014, there is a national transformation of the system for helping identified children with special needs and disability, which began with the **Children and Families Bill 2013**, so that services consistently support the best outcomes for them. The Bill will extend the SEND system from birth to 25, giving children/ young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

One of the key initial features for schools and authorities under this new legislation was to publish a 'local offer'

### What is The Local Offer?

- It is designed to give parents an easy to understand format in which schools and authorities will lay out what is normally available in their setting for children with SEND.
- It must be published on the school website.
- It will let parents have more information and therefore more choice about what they can reasonably expect from a school, and make judgements about which setting would be more suitable for their child with SEND.
- It is modelled on a series of 14 questions, that were devised with parents and carers, which reflect their concerns and interests.

## 1. How does The Merton Primary School know if my child would need extra help?

- Close liaison with parents/carers and external agencies prior to school admission in the early years.
- Pre identified needs already indicated by health/medical professionals.
- Concerns raised by parents, carers, the child or teachers about any significant area of development during the school life of the child.
- Limited progress being made, which is closely monitored through our whole school tracking systems.
- A change in progress or behaviour of the child.

## 2. How will The Merton support my

There is no 'one size fits all approach'. The Merton approach is child centred and we will aim to provide a variety of nationally recognised and bespoke interventions and support in order to meet the child's needs. The following are a range of examples of the types of adaptations that a mainstream primary school can be reasonably expected to offer:

- ⇒ Access to the curriculum through differentiation, 'scaffolding', different approaches and/or additional aids, planned and delivered by the class teacher, and sometimes supported by teaching assistants.
- ⇒ Small group targeted work—could be in or out of the classroom. This will be structured to support key areas of need, such as reading, spelling, maths, social, emotional and behaviour. This is usually led by a teaching assistant.
- ⇒ One to one sessions for particularly high or complex needs. This will normally be to implement a nationally tested intervention resource. This is usually delivered by a teaching assistant.
- ⇒ For complex needs there may also be the facility to access specialist equipment, aids and advice through specialist providers.
- ⇒ Any intervention will be closely monitored and changed or refined, and the length of time and how often it is implemented will vary according to need, the resources and capacity of the school. We also have a duty to ensure that it does not interfere with the effective education of other children.

### 3. How will the curriculum be matched to my child's needs?

As far as possible, our aim is for all children to be educated with their peers, accessing the same curriculum. The teachers at our school are fully committed to inclusion and for those children with additional needs they may use strategies such as:

- ⇒ Breaking up the learning into small accessible 'chunks'.
- ⇒ Revisiting the child during the lesson to check on understanding.
- ⇒ Use of visual aids, computers and different print and screen formats.
- ⇒ Listening to the child when they are able to tell us what enables them to understand their learning.
- ⇒ Careful seating arrangements, both in terms of space and peer group support.
- ⇒ Understanding the child's strengths and playing to them.
- ⇒ Use of a teaching assistant.
- ⇒ On rare occasions we do have to devise an 'additional and different' curriculum when a child has complex needs that cannot be met through the strategies listed above.

### 4. How do I know how my child is doing?

- Through our whole school systems of two Parent's Evenings and an end of year report.
- Informally through chats with your child's class teacher– we aim to build honest and supportive partnerships with our parents.
- Appointments can be made for a more formal meeting with your child's class teacher or the SENCo by visiting the office or phoning school.
- The SENCo also runs termly informal 'drop in' clinics.
- We only provide individual education plans [IEPs], or behaviour plans in high need or complex cases, as our whole school tracking and targeting systems are very effective.
- If your child has a Statement [now gradually phased out], or an SEND support plan or EHCP [Education and Health Care Plan], then these will be reviewed at least once a year.

## 5. How will you help me to support my child's learning?

- Our class theme goes out at the beginning of each term so that you can be fully involved in engaging your child and help with research and books etc.
- We have regular homework in most year groups which will help you to know the things your child has been learning each week.
- The class teacher will be able to suggest ways you could support your child.
- You can meet with the SENCo to discuss these issues and she may be able to signpost you to useful groups, resources and websites.
- If outside agencies are involved, suggestions and programs of study may be provided that you can also use at home.

## 6. What support will there be for my child's overall wellbeing?

The school offers a wide variety of pastoral support for pupils encountering temporary or long term social, emotional or behavioural difficulties. These include:

- ⇒ A strong whole school ethos of relationship building, so that the child feels that they can talk to their class teacher, or a teaching assistant, dinner lady, or any other trusted adult in school.
- ⇒ A 'restore and repair' approach to difficulties in the playground, where each party can be heard and mediation sessions followed up, if this is thought necessary.
- ⇒ A specialist learning mentor, who has several hours per week to particularly help vulnerable children, or children going through difficult times. This initiative is overseen by the deputy head teacher, who also has the designated role of 'Leader of Pastoral Support'.

## Covid 19 and SEN Autumn 2020

Please be aware that during this period, the school is endeavouring to provide the school SEN offer within the guidelines from the DFE and Public Health England.

We are responding to new developments flexibly, and with due care around the unique needs of our children.

Our aim is to continue to provide the best provision possible, whilst keeping mindful of the health and safety of children and staff.

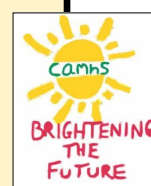
Please contact our SENCO, if you would like further details.

## 7. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The list below indicates the agencies we have worked with, but it is not exhaustive.

- ⇒ Autism Outreach Team
- ⇒ Educational Psychology
- ⇒ Safeguarding and child protection advisors.
- ⇒ Social care
- ⇒ CAMHS– Child and Adolescent Mental Health Service
- ⇒ Family Steps
- ⇒ The school nurse
- ⇒ Specialist Teaching Service—Dyslexia, dyspraxia, Hearing and Visual impairment.
- ⇒ Relate
- ⇒ Birchwood Special School Outreach
- ⇒ Children’s Therapy Teams– Speech and Language Therapy, Physiotherapy and Occupational Therapy.
- ⇒ Attendance Officer
- ⇒ Health Services
- ⇒ Bridge Park Plaza– paediatrician referral/dieticians
- ⇒ LES– Leicestershire Early Support
- ⇒ SENA– the department that supports children with Statements of Special Educational Needs, or with the new Education and Health Care Plans [EHCPs].



**Please note**– we cannot access some of these services without a diagnosis. Also, requests for health services that we do make are not always accepted, and some services—such as Educational Psychology—have very limited capacity and the school has to prioritise children for involvement.

## 8. What training are the staff supporting children and young people with SEND had or having?

- ⇒ Our SENCo has been in post for 17 years, and has a wide range of experience across the whole spectrum of special needs. She has recently attended national, local and inter school training on the new SEND reforms and their implementation. During the year 2016/2017 she undertook the National SENCO award, along with the assistant SENCo
- ⇒ The teaching staff, and some teaching assistants have all received training via the national Inclusion Development Programs [IDP's], delivered by the SENCo. These included Speech and Language, Autism, Dyslexia and Behaviour.
- ⇒ Teachers and teaching assistants have been trained to Autism Level 1 standard. Four members of staff are Autism Level 2 trained, and the SENCo is trained to Autism Level 3.
- ⇒ Two members of our support staff have been trained on an intensive intervention program for early literacy difficulties called Fisher Family Trust.
- ⇒ The SENCo also completed training on administering and evaluating tests for children who are struggling with literacy.

⇒ Support children with specific literacy difficulties-e.g. dyslexia

Throughout the school we have staff who have been on training to;

- ⇒ Support children on the autistic spectrum
- ⇒ Support children with speech and language needs
- ⇒ Support children with a hearing impairment
- ⇒ Support children with physical and co-ordination needs
- ⇒ Support early literacy needs
- ⇒ Support the emotional well being of children and emotional literacy
- ⇒ Support children with ADD/ADHD
- ⇒ TEAM TEACH—behaviour interventions and support.

## 9. How will my child be included in activities outside the classroom including school

- Activities, clubs and trips are open to all children.
- Risk assessments are carried out and any reasonable adjustments and procedures that can be put in place will be set up to enable the child to participate.
- However, if it is deemed that there are safeguarding risks that reasonable adjustments would still not adequately reduce, we would honestly and openly discuss our concerns and options with parents and carers as soon as possible.

## 10. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

- Our school is all on one level.
- Our buildings are wheelchair accessible.
- We have 4 toilets with access and a shower room in our new Early Years Centre.
- We have ramped access to raised playground.
- There is a disabled car parking space with low kerb access to the front office.

## 11. How will the school prepare and support my child when joining The Merton Primary School, or transferring to a new

We have very good relationships with our local secondary schools and special schools, and we would liaise very carefully before and after transition for **any** pupil. For those children who may require more than the usual arrangements, we may use one or more of the following strategies;

- Additional transition sessions for the young person
- A meeting with SENCO to be arranged prior to transition
- Staff from next school to come in and spend time with young person/teacher/ SENCO and parents.
- Initial time table consideration and support given in the first week if necessary.
- Close liaison and transfer of paperwork between school SENCO and previous or next SENCO.



## 12. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year and the Local Authority have a formula to devise how much they will put into each school's funding for SEN—based on information gathering that they do throughout the year. How this is allocated and matched in school is dependent on the 'SEN Provision Map' that is devised by the SENCo and Head Teacher. This is monitored throughout the year.
- This Provision Map is a working document that looks at the provision needed for the children on the SEN record in order to reach their full potential.
- We then need to take into account realistic staffing, environmental and financial considerations.
- In extreme cases, we can apply for additional funding (Top Up Funding), but this is not always agreed.

## 13. How is the decision made about how much support my child will receive?

There are many factors that will contribute to the decision of support, and what form that might take. We use the Local Authority 'Band' criteria to provide provision and ensure a graduated response.

- For most children, slight adaptations made in the classroom are all that are needed.
- If additional interventions are needed, these decisions will be made by the SENCo, and overseen by the Head Teacher in order to ensure a fair whole school overview.
- To inform these decisions, evidence will be gathered from existing Statements, new EHCP plans, or new SEND support plans.
- Evidence will also be gathered from the teacher, any outside agencies that are involved, classroom observations, termly tracking and progress, discussions with parents and the young person where appropriate.
- Any intervention and support will be monitored and reviewed on at least a termly basis.

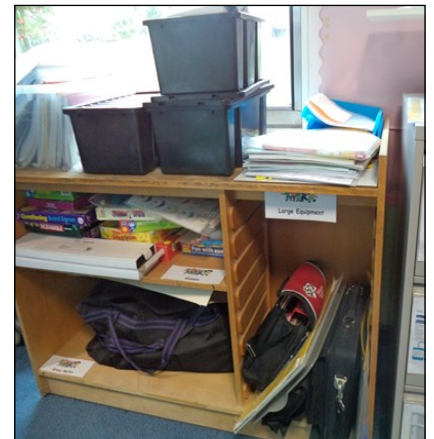
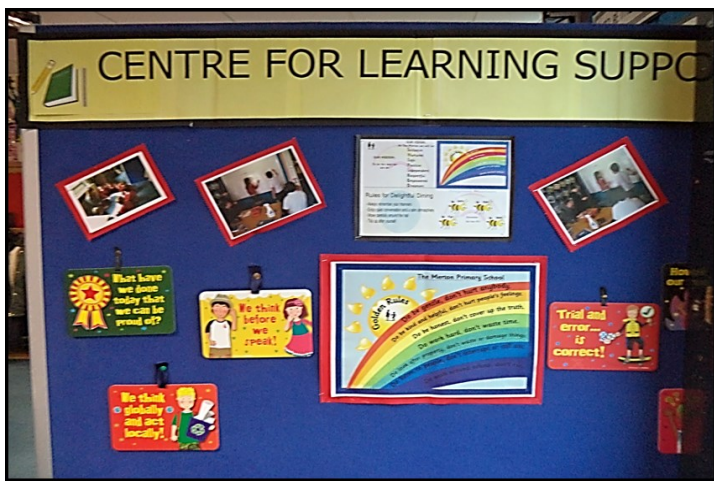


# 14. How will I be involved in discussions about, and planning for, my child's education?

All parents are encouraged to contribute and be involved. This may be through:

- Discussions with the class teacher
- Parent's Evenings.
- Meetings with the SENCo– and other professionals if necessary.

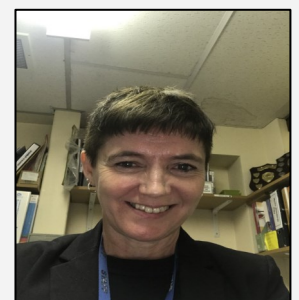
## The range of resources (and space to work) available in Room 2 and the Learning Support



I sincerely hope that this answers some of the questions that you may have. If you have any further questions, please do not hesitate to contact the school office, or arrange an appointment with Ms Lee.

Sharon Lee

UPDATED SEPT 2020





The range of resources (and space to work) available in Room 2 and the Learning Support Centre.

