

SEN Information Report

Meir Heath Academy



Approved by: Mrs M Southern

Date: September 2022

Last reviewed on: September 2022

Next Review due by: September 2023

Meir Heath Academy SEN Information Report

The Meir Heath Academy SEN Information Report has been written with reference to the following government SEND legislation:-

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 Years 2014
 - The Children and Families Act 2014
- The Equality Act 2010

It should be read in conjunction with the school's Accessibility Plan and Equality and Diversity Policy, also available on the school website

<http://meirheathprimary.org.uk/curriculum/sen/>

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:

- To provide access to the curriculum, the environment and to printed information for all.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need stated below:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of satisfaction and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

The types of Special Educational Needs for which provision is made at Meir Heath Academy

This primary school is part of St. Bart's Multi-Academy Trust and responds to the needs of all pupils from ages 4 to 11 years.

The school therefore makes provision for pupils with needs that include those in:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

How are children with special educational needs and disabilities identified?

The SENDCo liaises with nursery providers, schools, parents and relevant agencies prior to children starting at Meir Heath Academy. Information is gathered and shared with teaching staff and teaching assistants. Any children identified as needing additional support prior to starting in September may be invited to attend additional transition sessions. All reception children receive a comprehensive induction programme in the summer term. Upon entry, we collate data from the reception baseline assessment which again helps to identify any children with additional needs.

All Pupils at Meir Heath Academy are provided with a broad and balanced curriculum with high quality teaching that is differentiated to the learning needs of all pupils. High quality teaching is monitored and ensured through: classroom observations; work sampling; work scrutiny; moderation of assessments; teacher meetings with SENCO and Phase Leaders; SEND class meetings; school data and progress tracking.

All pupils are assessed for progress by class teachers and SLT each half term. All pupils are set individual curriculum targets based on national criteria and school based data. Targets are revisited termly and discussed with pupils and parents at parent consultation evenings. Where a pupil is failing to meet expected levels of progress, interventions will be put into place and the outcomes of these monitored at data points, in meetings with the class teacher and with the SENCO and phase leader. Slow progress and low attainment will not automatically mean that a pupil is

recorded as having SEND. We know when learners need help if:-

- Concerns are raised by the child, parents/carers or teachers, either throughout their educational journey, upon entry or as an in-year transfer.
- Tracking of attainment outcomes indicate a lack of progress despite differentiation and interventions.
- The results from standardised testing for reading and spelling indicate the child is working below the expected level.
- The child receives a diagnosis from an outside agency.
- Observations of the child indicate that they have an additional need in one of the four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical.

How will Meir Heath Academy make provision for pupils with SEND or a disability?

We will use the Assess, Plan, Do, Review graduated response to supporting their needs. All pupils will be provided with high quality first teaching that is differentiated to meet their learning needs, enabling all pupils to access an exciting and enriching broad and balanced curriculum. Pupils will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.

- Staff, parents and pupils will talk about individual pupil needs, so that we can understand them better.
- We will carry out an assessment of your child’s learning so we know which skills they need to learn next.
- The curriculum is planned and monitored carefully to ensure breadth, appropriate challenge and progression for all.
- Carry out continued curriculum review by curriculum leaders, to ensure that curriculum coverage and breadth of study provide opportunities to adapt teaching and learning styles to meet the preferred learning styles of all pupils; e.g. multi-sensory, sand trays for kinaesthetic learners, auditory learners, rhymes, raps, songs and music, visual learners – pictorial resources.
- Resources are prepared and provided to support pupil’s access to the curriculum. This could include adjusted print size, visual timetables, now and next cards and other scaffolding materials. Use of available technologies to support the needs of all pupils, e.g. iPads, voice to text function, text reader, audio hearing equipment and laptops.
- The Special Educational Needs Coordinator (Mrs Askey) will support and advise teachers so that your child can learn in the best way for him/her.
- We have a range of intervention programmes to help children who need extra support in an area of their learning and/or development.

- We will check on progress frequently and invite you to a meeting to discuss that progress at least once a term.
- Staff, parents and pupils will work co-operatively to liaise with relevant outside support agencies to access higher levels of support / specialised resources, and to ensure that pupils needs are met, maximising access to a broad and balanced curriculum, these may include:
 - Autism Outreach Team
 - Hearing Impairment Team
 - Visual Impairment Team
 - Educational Psychology Service
 - CAMHS
 - Occupational Therapy
 - School Nurses Service.
- We will ask for advice from an educational psychologist, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- We will tell you how to get in touch with Parent Partnership Services (SENDIASS) who can offer advice and support.
- Talk to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress.

Interventions which are currently delivered in school include:-

Maths Interventions - Plus One, Power of Two and mental arithmetic Topical Resources.

Reading Interventions – Reading Explorers, Reading Comprehension Topical Resources, Daily Reads, Peer reading, reading volunteers, Fast Track Phonics, Toe by Toe, Precision Teaching and Supersonic Phonic Friends programme.

Social and Emotional – Socially Speaking, SEAL materials, Meet and Greets, mentoring and emotional coaching, social stories and Time to Talk.

Writing – Write from the Start (Teodorescu Perceptuo-Motor Programme), pre-writing multisensory and fine motor activities, use of pencil grips, highlighted lines and slope boards, touch typing lessons.

Physical – Cool Kids OT Programme.

Communication and Language – Speech and language therapy programmes, as directed the Speech and Language Therapy Service, and Pre-teaching Vocabulary Programme.

Where can I find the school's / setting's SEND policy and related documents?

All of Meir Heath Academies Policies are on our website:

www.meirheathacademy.org/home

www.meirheathacademy.org/special-education-needs

www.meirheathacademy.org/school-policies

How will Meir Heath Academy monitor and review the progress of SEND pupils?

The quality of SEND provision and progress made by pupils with SEN or disability is monitored through a number of processes that include:

1. Effectiveness visits, incorporating learning walks from SBMAT Directors / Improvement Partners.
2. Learning Walks conducted by the Senior Leadership Team, Phase Leaders, SENDCO and governors.
3. Termly meetings between the SENDCO and the SEND governor.
4. Ongoing review and assessment of attainment and progress made by SEND pupils in class and through individual targeted intervention.
5. Termly monitoring of TA intervention files and teacher intervention records.
6. Half-termly monitoring of pupil progress and interventions via Pupil progress meetings with Phase Leaders.
7. Work sampling on a termly basis.
8. Scrutiny of planning.
9. Pupil Progress interviews with the Phase Leaders.
10. Pupil and parent feedback when reviewing outcomes towards long and short term SMART targets; reviewing pupil passports and EHC plans.
11. Monitoring of SEND performance data.
12. Attendance and behaviour records.
13. Principal's report to parents and governors.

- All pupils will have ambitious individualised curriculum targets set in line with ability and age-related national outcomes (where appropriate). Pupils' progress towards these targets is then tracked using the whole school tracking system and PIVATS, alongside Pupil Passports. Pupils who are failing to make at least expected levels of progress are identified and will be discussed with the SENDCO and in half-termly Pupil Progress meetings, which are undertaken between the class teacher and Phase Leader; this is then reported to the Principal.

- An additional action plan to increase the rate of progress will be completed at the Pupil Progress meeting, and this will form part of the assess, plan, do and review model of provision, alongside the pupil passport (SEND pupils only).

- Progress towards these targets will be tracked and reviewed regularly, at least termly with the parents and the pupil. If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, and the pupil meets the criteria for a referral, advice will be sought from Staffordshire Local Authority external

agencies, via the District Hub or a direct referral. This will only be undertaken after parental consent has been obtained. This will happen through a graduated response of Assess – Plan – Do – Review, and the Local Authorities policy for accessing higher level support, as explained on the Staffordshire and Stoke SEND Local Offers.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

In a small number of cases, and following intervention and support from an Educational psychologist, a child or young person may require a higher level of specialist resourcing and support, which is different from and additional to that which is usually provided in school. It may then be necessary for the local authority to complete an Education and Health Care Needs Assessment, in order to determine whether it is necessary for provision to be made through an Education and Health Care Plan. (Please refer to the Staffordshire or Stoke Local Offers, links above, to find out more about Educational Health Care Plans, assessments and reviews. For pupils with an Education Health and Care plan, the decision regarding the additional support required will be reached when the plan is being produced or amended as per a review. In some cases parents and pupils will access support via the Health sector, as the result of a medical diagnosis. In these circumstances, school will liaise with the relevant agencies to provide educational advice and support, based on the outside agencies recommendations, these agencies include:

1. Child and Adolescent Mental Health Service (CAMHS)
2. Hearing Impairment Team (HI)
3. Visual Impairment Team (VI)
4. Staffordshire's LA Autism Outreach Team (AOT)
5. Occupational therapy Service
6. Speech and language Therapy Service

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils.

These include:

- An effective Personal, Social, Health and Economic (RSHE, PHSE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop their skills to enhance their emotional and social knowledge and well-being. This incorporates the statutory Relationships, Sex and Health curriculum.
- Pupil voice mechanisms are in place via the school council and are monitored for effectiveness by the Senior Leadership Team.
- Delivery of small group evidence led interventions to support pupil's wellbeing, usually delivered by TAs as directed by the SENDCo, Educational Psychologist and Health Agencies.

- Pupils, who find less formal times difficult, e.g. lunchtimes, are provided with alternative small group opportunities.
- Use of scaffolding resources such as daily 'Meet and Greets' to support transitional times, e.g. from parents into school and at the end of break and lunchtimes into class, now and next cards, visual timetables.

Transition packs – provided over the Summer break to prepare for transition from year group to year group.

- Small group structured social development interventions, e.g. Socially Speaking, Time to Talk.
- Mentoring and emotional coaching sessions.
- Use of innovative approaches to teaching and learning (Meir Heath Go Outdoors, Outdoor classroom, Forest Schools), to ensure all pupils have access to cross-curricular outdoor learning.

What support is available to assist with my child or young person's emotional and social development?

- Personal, Social and Emotional wellbeing is at the forefront of our curriculum, and class teachers address this through regular sessions in class.
- Staff promote an environment in which positive personal relationships can flourish, and seek to support, children in managing their emotions and relationships on a day to day basis.
- For those requiring further support, our experienced teaching assistants are trained and supported to work individually with children or might support pupils in a more holistic way.
- We have a variety of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- The school has specific policies for Behaviour, Exclusions and Attendance.

Behaviour

- The school has a clear behaviour policy, which is executed consistently.
- Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in following to the school rules.
- For some pupils this involves alternative arrangements at key "trigger points" during the day; for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress.
- A key emphasis of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours.
- We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour, again work with the

EP allowed to implement emotion coaching in order, to help supporting these challenging pupils and behaviours around school.

Exclusions

- It is very rare that we would consider exclusion for any pupil.
- A copy of the school's exclusion policy can be found on the Academy's website.
- These are in extreme circumstances, when a child is at risk of harming themselves or their peers.

Attendance

- We take active steps to improve attendance.
- Our DSL, SENDCo and Phase leaders work closely with families where attendance is of concern to find holistic ways to improve the situation. This is monitored to ensure staff, pupil all work together to find solutions of reoccurring absentees.

Pupils with Medical Needs

If a pupil has a medical need then a detailed Health Care Plan / risk assessment is compiled by parents and if appropriate the pupil themselves. Staff follow the LA policy/ DfE guidelines for medical conditions and the administration of medicines.

Who can I contact at school for SEND advice?

Meir Heath Academy's designated Special Educational and Disabilities Co-ordinator (SENDCo) is Mrs Askey.

In the first instance please contact your child's class teacher via the school office. Please contact Mrs Askey via the school office.

How will I know how my child is doing?

- Attainment and progress is shared with parents termly through the school's reporting and review systems and through parent consultation appointments. You may also find the home school diary a useful tool to communicate with staff members and ask specific questions.
- At least termly pupil passport review meetings will be held involving you and your child.

How does Meir Heath Academy ensure staff are trained to support pupils with SEND?

Meir Heath academy has an annually planned program of professional development, planned by the Senior Leadership Team, based upon school priorities. TAs are trained in delivering specific targeted interventions and share their knowledge and expertise by disseminating CPD across the school. TAs participate in trust network meetings / training where required or relevant. Opportunities are provided for

practitioners to share best practice, within school and across the MAT, supporting each other in planning, delivering and evaluating interventions.

Previously staff have received training on:

- How to support pupils with social, emotional and mental health needs
- Emotional Attachment Training.
- Positive behaviour management.
- TA training on YARC Assessment.
- Autism Training.
- Differentiation for SEND pupils
- Stoke Speaks Out.
- SMART targets and writing effective pupil passports.

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

Please look at the school's website. It can be found at www.meirheathacademy.org and includes links to a number of websites and resources that we have found useful in supporting parents to help their child learn at home. The class/subject teacher may also suggest additional ways of supporting your child's learning.

- Various resources and guidance are uploaded to the school website.
- The school will also involve external agencies including health and social services, local authority support services and voluntary organisations in supporting it to better meet the needs of pupils and their families.
- There are links to further support and advice via the Staffordshire and Stoke local offers.

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page)

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

How will my child be included in activities outside the classroom including school trips?

- Appropriate risk assessments are carried out and procedures are put in place to enable all children to participate in all out of school activities.
- Staff adhere to the School Visits Policy and Guidelines and use EVOLVE Staffordshire.

How accessible is Meir Heath Academy?

Our Accessibility Plan and Equality and Diversity Policy describes the actions the school takes to increase access to the physical environment, the curriculum and to printed information, and is available via the school website (see above) or the school's office.

How will my child and I be involved in discussions about and planning my child's education?

This may be through:

- Discussions with the class teacher / TA.
- During parent consultation meetings.
- EHC Plan / Pupil Passport review meetings.
- Annual review meetings.
- Multi-agency meetings.
- During discussions with a member of the school's leadership team / SENDCo (Mrs Askey).
- Discussion and consultation with outside agencies (where appropriate).

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's admission or transition. These include:

On entry:-

- Parent/carers and pupils are invited to a meeting at the school so that they become familiar with the school's routines and expectations, and have the opportunity to share any concerns / issues with the school.
- Transition days are planned – to enable the pupil to visit and familiarise themselves with Meir Heath Academy.

The Principle (Mrs Southern) and SENDCo (Mrs Askey) meet with all new parents of pupils, any agencies involved with the child, to allow concerns to be raised and appropriate provision to be identified and planned for prior to entry.

- If pupils are transferring from another school, the previous school's records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns and to plan appropriate support. Transition to the next school
- For pupils with an EHCP the annual review process, which is instigated in the year before transition, begins the process where parents are supported to make decisions regarding the next placement.
- The school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, parents, pupil and staff from both schools will meet to discuss the needs of transferring pupil in order to ensure a smooth transition.
- Additional Transition / Familiarisation Days are arranged for pupils, who require additional support with transition.
- Copies of pupil records are transferred to the receiving school and signed for.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- The School's Principle (Mrs Southern).

- SENDCo – (Mrs Askey)
- For complaints please contact the Principle in the first instance and then following that the Schools link Governor with responsibility for SEND, or Chair of Governors – Mr Julian Spencer.

Policy reviewed: September 2022

Next review: September 2023