

Mersey Park Primary School



Welcome to the overview of our School Information Report (2023), for more detailed individual questions please access the links 'FAQs' and 'School Information' on our website.

SEN Information Report 2023

Dear Parents/ Careers,

The aim of this information report is to explain how we implement our SEND policy in other words we want to show you how SEND support works in our school.

Here are a list of Frequently Asked Questions. Please look at the responses to the questions below for more information about Mersey Park Primary School – Our School Offer.

What types of SEND does the school provide for?

Mersey Park provides support for SEND pupils across the four areas of need as laid out in the SEND Code of Practice 2014:

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my children and what training have they had?

SENDCo's: Mrs V.Inman / Mrs J.Robertson
School Telephone Number: 647 8197

Link Governor: Yvonne Nolan
School Telephone Number: 647 8197

Audit of staff training needs in SEND is undertaken annually during Performance Appraisals.

- Individual training re: SLCN, ADHD, ASD, Code of Practice, specific learning difficulties
- Specialist expertise and training of staff engaged from external services –
- ADHD Foundation
- Educational Psychology support
- SENAAT (Special Educational Needs Assessment Advice Team)
- Vision and Hearing support
- Speech and Language training and support
- MEAS (Minority Ethnic Achievement Service)

What should I do if I think my child may have special educational needs?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. This can be done by contacting the school office who will set up a meeting for you.

They will pass the message on to our SENDCo's Mrs Inman and Mrs Robertson who will be in touch to discuss your concerns.

You can also contact the SENDCo's directly through the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, we will formally notify you in writing at the Home School Discussions evening and your child will be added to the school's SEND register.

How will the school know if my child needs extra help?

Pupils are identified as having SEND, and their needs assessed through:

- Pupil Progress Meetings
- Assessment information
- Feedback from teaching staff and observations
- Interventions not showing impact
- Discussions with parents and children
- If a child is new, information passed on from previous schools
- Recommendations from outside agencies

How will staff support my child, measure and evaluate their progress?

Provision for SEND pupils includes:

- Quality first teaching, with appropriate adaptation in place
- Extra adult support in classrooms where appropriate
- Reduced class sizes where appropriate
- Personalised provision through time limited programmes
- Personalised provision through adapted resources and interventions
- Group support or individual support

Interventions and support programs are then implemented and monitored to ensure the child makes accelerated progress. If further concerns are identified other strategies will be implemented and reviewed as per the Graduated Approach

We closely monitor the progress of **all** children...

- Pupil Progress Meetings are held termly for all pupils and adaptations to provision is made in light of these findings
- Progress and evaluation is reported to the Governing body
- SEND Information Report is posted on the web site
- An SEND intervention impact report is produced each year to show the impact interventions from the previous year.

How will the curriculum be adapted for my child?

We will adapt how we teach to suit the way the pupil works best. There is no 1 size fits all approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teachers or Teaching assistants will support pupils in small groups
- Mersey Park School Equality Policy (*see policies section on the website*).
- Groupings that target specific levels of progress

How will my child and I be involved in decisions made for my child and how will you help me to support my child's learning?

We will include you in the following processes:

- Graduated approach Assess – Plan - Do - Review
- Data tracking for pupil progress meetings
- ECHP and IPFA reviews
- Observations and follow up
- Parents and children meetings

We will include your child by:

- Pupil Voice
- Pupil Community Group
- Pupil Ofsted
- Annual Reviews
- Personal interviews – these happen once a term between the teacher and pupil. The pupil gets the opportunity to discuss what is working well and what needs to improve, and how this can be achieved.

What support is in place for looked-after and previously looked-after children with SEN?

The class teacher will work with Mrs Inman/Mrs Robertson, our SENDCo's, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

All pupils are well supported in class through the My Happy Mind programme and units of our Jigsaw PSHE curriculum. In addition to this we can offer:

- An anti-bullying policy that is supported by a specialist trained member of staff
- A pastoral team who meet regularly to share information and discuss the children they have been working with
- Targeted support for individual pupils
- Support for families
- We provide social, emotional and mental health support through programmes that focus on emotional and behavioural support and learning for example ...
- **Muddles, Puddles and Sunshine** – bereavement support
- **Peacemakers** – an anger management and peacekeeping curriculum for children
- **Happy to be Me** – a programme to build self-esteem
- **Drawing and Talking Therapy** – for children requiring specialist support
- **Choose to Cope** – An anxiety management programme
- **Next Step** – a goal based outcome resource
- **Rainbow Circles** – a programmes for younger children (KS1)
- Our pupil mentor (Mrs V Teasdale) provides ELSA and 1:1 support as necessary

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. If additional funding is needed, we will seek it from our local authority.

How will my child be included in activities alongside pupils who don't have SEND including school trips?

We are an inclusive school so activities and trips are available to all. Risks assessments are carried out and adaptations are put in place so that all children can access them safely

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How accessible is your school environment?

As a school we are happy to discuss individual accessibility requirements. These include:

- A lift in the main building
- Ramps to make all entrances accessible
- 1 accessible toilet
- Wide doors in most areas of school

For further information see our school accessibility plan on the school website

How will you prepare and support my child to join your school or transfer to a new school and transition into new classes?

Successful transitions are important in meeting a child's SEND needs so take steps to ensure that any transition is as smooth as possible. The strategies we use are:

- Transfer meetings: either between schools or between teachers in Mersey Park
- Transition Arrangements: visiting the school prior to starting, Foundation Stage staff visiting nursery
- Enhanced Transition: secondary school visits, building relationships between Key Stage One and Key Stage Two
- Induction Days where pupils meet their new teacher and year group

Can staff get extra help from experts outside if they need to?

The school is able to access a range of help from a variety of agencies including:

- School Nursing service
- Autistic Spectrum Condition Team
- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language NHS 0 - 19 Team
- SENAAT (Special Education Needs and Advice Team)
- Minority Ethnic Achievement Service
- Wirral Inclusion Team
- ADHD Foundation

Who can I contact for further information?

A range of support is available...

- Clinical Commissioning Groups
- Health and Well Being Boards
- Local volunteer organisations
- For further information on where to find additional support, please visit the 'Family Support' area on our website. This can be found under the SEND Information section.
- The Family Toolbox website
- Wired/ Koala North West

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENDCo's in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint to the SENDCo governor.

Name and contact details of SEND Co-ordinators

Mrs V.Inman/ Mrs J.Robertson (SENDCo's)

School Telephone Number 01516478197

Name and contact details of SEND Governor

Yvonne Nolan (SEND Governor)

School Telephone Number 01516478197

Local Offer

The link below takes you to the Wirral Council Local Offer. <http://www.localofferwirral.org/>