

Mersey Park Primary School



SEN Information Report 2025

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 is 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.

SENDCo's: Mrs V.Inman / Mrs J.Robertson

School Telephone Number: 0151 647 8197

Link Governor: Dee Counsell

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
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

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 speaking to them at the end of the day, during the one of the two home school discussions evenings (October and February) or informing the office and asking for the teacher to call you back.

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

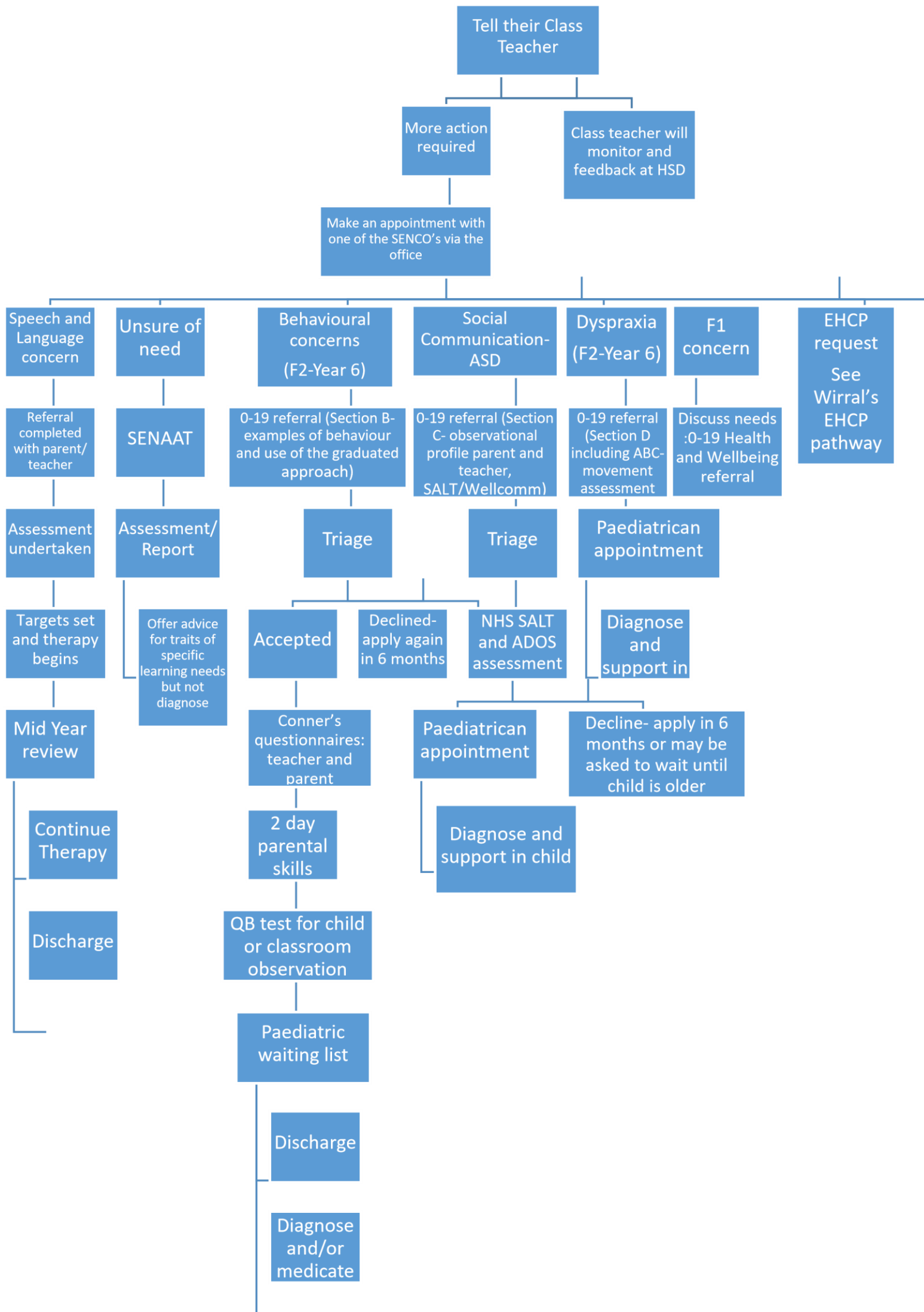
You can also contact the SENDCo's directly through the school office and arrange a meeting with them.

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 on CPOMS.

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. We will then create a support plan for them and One Page Profile.



What training have staff had?

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
 - Tracey Rowlands Consultancy
- Educational Psychology support / Assistant EP support
- SENAAT (Special Educational Needs Assessment Advice Team)
- Vision and Hearing support
- Speech and Language training and support including Attention Autism training
- MEAS (Minority Ethnic Achievement Service)
- Inclusion Team: Sensory circuits, de-escalation, TA/ Midday support
- Team Teach

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: formative and summative
- Feedback from teaching staff and observations
- Interventions not showing impact
- Whether you child has met their targets on their support plans
- 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 plans
- One-page profiles
- Learning support mentor
- Termly analysing of data

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. These reviews will take place three times a year (half termly October, February and May)

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

- 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 website
- A SEND intervention impact report to be produced each year to show the impact of 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, 1to-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, chair bands 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 this will involve having access to your child's support plan to be able to monitor the targets set
- Data tracking for pupil progress meetings for example if there are concerns about your child's progress we might make an appointment to discuss
- ECHP reviews (annually) and Tier 3 funding reviews (after two terms)
- Observations and follow up if we have sought advice from specialists' outreach for example the inclusion team
- SENIF – Early Years Funding
- Parents and children meetings – home school discussions evenings (twice a year) or a meeting with class teacher, floor leader and SENCO

We will include your child by:

- Pupil Voice
- Pupil Community Group
- Pupil Ofsted
- Annual Reviews
- One Page profiles
- Behaviour plans

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 impact each other, 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 ...
- **Individualised programme** – bereavement support
- **Elephants Tea Party** - bereavement support
- **Peacemakers and Peace Week activities** – an anger management and peacekeeping curriculum for children
- **Happy in my skin** – a programme to build self-esteem
- **Drawing and Talking Therapy** – for children requiring specialist support
- **Working Memory Intervention** – to build on children's memory and retention skills
- **Anxiety intervention** – An anxiety management programme
- **Next Step** – a goal based outcome resource
- **Homunculi** – neurodiverse CBT programme
- **Circle of Friends** – a programmes for younger children (KS1)
- **Brick Therapy** - to develop social communication skills
- **Social Stories** – to develop social communication skills
- **Sensory Den** – To help to regulate
- **Working Memory intervention** – to improve memory skills
- 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
- One accessible toilet including an electric changing table
- 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 and home visit
- 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/ Autism together including their coffee morning
- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)/ MHST (Mental Health Support Team)
- Speech and Language NHS 0 - 19 Team
- SENAAT (Special Education Needs and Advice Team)
- Minority Ethnic Achievement Service
- Wirral Inclusion Team
- ADHD Foundation
- Early Help
- Teams around families
- Connect Us/ Koala North West/ The Family Toolbox
- SENDLO Website
- Rebecca Pearson Speech and Language

Who can I contact for further information?

A range of support is available...

- Clinical Commissioning Groups
- Mersey Park school coffee morning (held on Thursday mornings)
- St Cath's Drop In Thursday 4-6pm
- Local volunteer organisations (Early Help Team)
- For further information on where to find additional support, please visit the 'Family Support' area on our website under the Parents tab.
- The Family Toolbox website
- Wired/ Koala North West
- SENDLO Website

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 follow 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

Dee Counsell (SEND Governor)

SENDLO

The link below takes you to the Wirral Council Local Offer. <https://www.sendlowirral.co.uk/>