



School SEND Information Report

School Name	Merley First School		
TYPE OF SCHOOL	Mainstream	Phase – First School: Reception – Year 4	
	<p>Merley First School is a two form entry First School from years R to 4 which has around 300 children on roll. The school is a member of Wimborne Academy Trust.</p> <p>It serves an urban area on the northern edge of Poole. On transfer at the end of Year 4 children predominantly move either to Allenbourn Middle School, Dorset or Broadstone Middle School, Poole.</p>		
Accessibility	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements	Auditory enhancements.	
	Other Adaptions	No	
Core Offer	Are you currently able to deliver the 'core offer' as set out in BCP's Local Offer?	Yes	
Policies	Are these policies available on the school's website? They can be found at: http://www.merleyfirstschool.com/	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
Disability Legislation	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes	
Range of Provision	<p>Areas of Strength</p> <p>We are a mainstream school with 10 mixed ability classes of approximately 30 children. The class teacher is responsible for the learning of every child within the class, including those needing support for Special Educational Needs or Disabilities (SEND). Merley First School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs or disabilities, in accordance with the Local Authority Admissions Policy. The school endeavours to meet the needs of all children as fully as possible.</p> <p>All pupils in school receive <i>Quality First Teaching</i>. This means that a range of teaching and learning styles are employed and appropriate learning objectives are set for all children with a curriculum matched to their needs.</p> <p>All of our classes are supported by teaching assistants (TAs) and pupils are also offered additional, small group work, catch up programmes or interventions as appropriate.</p>		

<p>Inclusion</p>	<p>At Merley First School we aim:</p> <ul style="list-style-type: none"> ● To promote inclusivity to encourage everyone’s potential as an active member of a wider community, appreciated for who they are. ● To encourage and maintain children’s positive self-esteem in an environment where all children have opportunities to experience success. ● To ensure that arrangements for Special Educational Needs and Disability (SEND) satisfy statutory requirements. ● To ensure, through differentiation and a variety of teaching styles, that all children receive a broad and balanced curriculum relevant to their individual needs. ● To fully integrate our provision for SEND, within the school’s organisation and curriculum. ● To manage SEN staffing and resources efficiently and effectively. ● All extra-curricular activities and school trips (including a residential trip in year 4) are available to all our children and reasonable adjustments are made to meet specific needs.
	<p>Currently 5% of our pupils have a Special Educational Need or Disability</p>
<p>Identification and assessment of Special Educational Needs or Disabilities</p>	<p>The school follows the SEND Code of Practice to identify and assess Special Educational Needs and Disabilities. The school aims to identify SEN as early as possible and follows the <i>graduated response</i> to ensure accurate identification of a child’s additional needs. Children can be identified as having SEND through a combination of:</p> <ul style="list-style-type: none"> ● Parental concern ● Concern raised by the class teacher ● External specialists’ concern ● Observation of individuals by members of the Inclusion Team. ● Assessments and reports from Outside Agencies ● Screening tests and formative assessments <p>The progress and attainment of all pupils is continuously monitored by class teachers and is formally reviewed termly. Where particular needs are identified, provision is adjusted accordingly in order to ensure that all pupils can make expected progress and close any attainment gaps.</p> <p>If a child has a high level of additional need when they join us or, after intervention, continues to have difficulty, they may be considered to have special educational needs and will be placed on the school’s SEND register and will receive SEN Support. The child will have an individual SEND Provision Plan with areas of difficulty identified and specific targets set. Parents will be informed of this, will receive a copy of the plan and will be encouraged to be involved in decision making regarding their child.</p> <p>The progress of children with SEND is continuously reviewed and the School follows the <i>Graduated Response</i> cycle of <i>Assess, Plan, Do and Review</i>. Methods of assessing and reviewing children with SEND will vary according to the individual concerned but will include the following:</p> <ul style="list-style-type: none"> ● Analysis of attainment and progress data by class teachers, the SLT and Inclusion Team ● Observations, diagnostic tests or advice from outside agencies and professionals ● Teacher assessments: observations, tracking progress and attainment, formal assessments and tests. ● Teaching Assistants: records, observations, meetings with the Inclusion Team ● Termly review of SEND provision plans which include comments by the child ● Seeking parent’s views and discussions at Parent Consultation meetings or additional meetings where needed.
<p>Contact the Inclusion Leader</p>	<p>Inclusion Lead: Mrs Carolyn Waldron</p> <p>SENCO: Miss Sophie Leftwich</p> <p>Pastoral Support: Mrs Nikki Luddington</p> <p>Contact details: 01202 888455 / send@merleyfirstschool.net</p>

<p>Involving Parents in the Education of their Children</p>	<p>The school actively seeks to involve parents in their child's education. If concerns are identified, the child's teacher will make contact with parents and equally, parents can contact their child's teacher.</p> <p>The child's teacher will share SEND Provision Plans with parents either through face to face parent meetings or in writing and parents are encouraged to help co-produce the plans. When reviewed, SEND PPs are sent home and parents are asked to acknowledge receipt and share their views/comments. Provision Plans are formally reviewed termly. The Inclusion team are available to provide further information and support to parents.</p> <p>The Inclusion team works in partnership with parents and outside agencies, gathering and sharing information with parents and inviting them to review meetings or joint planning meetings. The Inclusion Lead also gathers information for Education, Health and Care plan (EHCP) reviews or requests for assessments. Parents are invited to make a written contribution to their child's annual review as well as attend the annual review meeting. The Inclusion Lead is able to support parents in making a written contribution, as well as directing them to other support services such as:</p> <p>SENDIASS (SEND Information, Advice and Support Service): http://www.poole.gov.uk/education-and-learning/parental-support/poole-send-information-advice-and-support-service/</p> <p>Parents Carers Together: https://www.parentcarerstogether.org.uk/</p> <p>Rose Road Organisation: https://www.roseroad.org.uk/Rose_Road_Services/</p> <p>The school has access to the Family Outreach Worker and support is available alongside drop in sessions. A referral can be made through BCP Children's services First Response Hub to access early help.</p>
<p>Involving Children with SEN/D in their Education</p>	<p>Children with SEND have a SEND Provision Plan with targets. These plans are shared with the children in an age/stage appropriate way to gather their thoughts and views and help them identify what helps them to learn and what they need to do to achieve their targets. Children with an EHCP will also have their views recorded as part of the EHCP annual review process. As part of the school's monitoring process, the SENCO will seek the children's views regarding their provision or interventions as well as what they feel helps them to learn.</p>
<p>Assessing and reviewing children's progress towards outcomes</p>	<p>Teachers are responsible for assessing and reviewing all children's progress against Age Related Expectations and progress towards the targets and outcomes set out in individual SEND Provision Plans. These targets are continually assessed day to day and then reviewed formally at the end of each term. When assessing and reviewing children's progress, teachers liaise with the adults who are providing additional interventions to support the child in achieving their targets and outcomes. The Inclusion Lead and SENCO monitor the assessment and review of SEND PP targets throughout the year, as well as the effectiveness of the interventions.</p>
<p>Arrangements for Supporting Children with SEND in moving between phases of Education</p>	<p>The school fosters close links between local pre-schools and middle schools. The transition from pre-school to first school and on to middle school is managed to include opportunities for the sharing of information between parents, pre-school/middle school and school staff (including Inclusion Leads/SENCOs). For children starting Reception already identified with special educational needs, a transition meeting will be held to allow for parents and professionals to share as much information as possible. School staff will also visit children in their pre-school setting. Additional visits are arranged to reassure children and parents. This can also happen between year groups within school or at the point of transfer to middle school. A transition/photo book of the next school or class can also be prepared for children to look at over the summer holiday in preparation for the Autumn term.</p>

<p>Adaptations to the curriculum and learning environment of children with SEND</p>	<p>The school makes adaptations/reasonable adjustments for children with SEND through the curriculum and learning environment. Learning outcomes are differentiated to match each child's needs and lessons are delivered using a range of teaching and learning styles. The learning environment supports all children through prompts which may be displayed around the class room or provided specifically for the child. Short-term curriculum planning and individual SEND PP plans detail generic and more specific ways-in for children with additional needs and these are continually referred to and adapted as needed.</p> <p>Specialist resources and equipment that have been identified by the Inclusion Lead or recommended by outside agencies or professionals are provided so that children with SEND are enabled to engage in the curriculum with children in school who do not have SEND. The Inclusion Lead, SLT and teachers ensure that reasonable adjustments are made for children with disabilities, in both the indoor and outdoor learning environments and during off-site educational visits so that children with disabilities can access the curriculum.</p> <p>The school building is all on one level, with the majority of areas being accessible by adults and pupils who are disabled. There is an accessible disabled toilet situated in the KS1 corridor. Parts of the school have some adaptations to maximise the acoustic benefits for pupils with moderate hearing difficulties.</p> <p>The school has two intervention rooms. The Sunshine Room is a quiet room which provides a small quiet learning environment. The Rainbow Room is a multi-functional room which is able to offer a quiet place for small group or individual interventions, nurturing activities and a calming corner.</p>
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<p>Expertise and Training of Staff to Support Children with Special Educational Needs or Disabilities</p>	<p>Specialist Facilities/Equipment to support SEND There is no specialist SEND provision at Merley First School. Where considered necessary, application is made to access the Outreach services of the Specialist Schools within BCP. This enables staff with specialism in their field to provide advice and support to Merley School staff to aid the planning, inclusion and assessment for specific individuals. Outreach services work in partnership with parents and the school.</p> <p>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services As part of our support for all children in school we have regular opportunities to consult with specialist support services and health agencies through a multi-agency approach. Our school works closely with the full range of professionals in support of Special Educational Needs and Disability. Professionals may observe and assess children, meet with parents, provide reports and recommendations for those working directly with each child. At all times our school actively seeks to work in partnership with parents and external professionals.</p> <p>To ensure our staff have the skills and knowledge to support children with SEND there is a programme of on-going training both in school and elsewhere. Recent training includes, Speech and Language therapy, Making sense of Autism, Learn to Move, Precision teaching and attachment disorder.</p>
<p>Evaluating the effectiveness of the provision made of children with SEN/D</p>	<p>The Inclusion Lead coordinates additional interventions and provisions that match the needs of each child with SEND. SEND intervention sessions are short to minimise any disruption to the child's learning in class, but frequent to ensure that the intervention has a positive and lasting impact. They are usually delivered by an adult within the classroom or occasionally just outside the room. The Inclusion team monitors the attainment and progress of children identified as needing SEND Support each term. Evaluation of the effectiveness of each child's provision is informed in a variety of ways; SEND PP review, discussions with teachers and TA's and discussions with parents and children. In addition, the Inclusion Lead will monitor specific interventions through tracking of progress, observation of sessions and record keeping. The Inclusion Lead also monitors the progress of those children with Education, Health and Care Plans in the same way and through the Annual Review process.</p>

<p>Support for Improving Emotional and Social Development</p>	<p>Class teachers and teaching assistants provide pastoral support for all children in their care to support children in their social and emotional development.</p> <p>All children are taught personal and social skills using the HeartSmart programme. All classes also have regular access to the nature area and the school grounds to support emotional and social development.</p> <p>We also use ZUMOS to support the social and emotional progress of all pupils and this is available for pupils to use at home as well.</p> <p>Children who are identified as having an emotional or social developmental need can be referred by teachers to the school's qualified Emotional Literacy Support Assistant (ELSA) who will work in partnership with the child and their parent(s). Intervention and support can be provided on an individual basis or through small group work or language intervention.</p>
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<p>Arrangements for handling complaints from parents of children with SEND about the provision made at school</p>	<p>If concerns or complaints are received, we aim to deal with them as quickly and efficiently as possible by the following process:</p> <ul style="list-style-type: none"> ● Informal or formal communication with the class teacher ● Arranged meeting with the class teacher and/or INCLUSION Team ● Arranged meeting with the Head teacher or Deputy Head teacher ● Poole SEND Information, Advice and Support Service (SENDIASS) offers impartial, confidential and free advice for all parents of pupils with special educational needs or disability. ● If a complaint cannot be resolved, parents may choose to write a formal letter to the Academy Committee. The Academy Committee will then seek to resolve the problem. In the case of pupils with Education, Health and Care Plans, the SEND Statutory Services team at BCP can be consulted.
<p>The Committee Member with Responsibility for SEND Provision</p>	<p>Mr James Tyler – Chair Mrs Jane Newell</p>
<p>Early Bird Club</p>	<p>Breakfast and After School Club support</p> <p>We have a daily before school childcare facility <i>Early Bird Club</i>. This is available to all depending on available spaces. It costs £3.50 per session and starts at 7.30 am until school starts. We are able to sign-post parents to suitable after school childcare/clubs and child-minders.</p> <p>For full details please contact the school office 01202 888455.</p>
<p>DATE COMPLETED</p>	<p>October 2022</p>
<p>UPDATE</p>	<p>October 2023</p>