



WIMBORNE
Academy Trust



School SEND Information Report

SCHOOL NAME	Merley First School
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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. The school usually has 300 children on roll. The school is a member of the Wimborne Academy Trust.</p> <p>It serves an urban area on the northern edge of Poole. On transfer at end of Year 4 children predominantly move either to Broadstone Middle School, Poole or Allenbourn Middle School, Dorset.</p>	

ACCESSIBILITY	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements	Auditory enhancements.	
	Other Adaptions:	Treatment room available with hoist.	
CORE OFFER	Are you currently able to deliver the ‘core offer’ as set out in Poole’s Local Offer?	Yes	
POLICIES	Are the schools policies available on its website for: http://www.merleyfirstschool.com/	SEN/D	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 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, and in accordance with the Local Authority Admissions Policy. The school endeavours to meet the child’s needs as fully as possible.</p> <p>All pupils in school receive ‘Quality First Teaching’. This means that a range of teaching and learning styles are used 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 where needed.</p> <p>We have three additional TAs who provide further interventions to groups and individual children with their learning.</p>
Inclusion	<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

	<p>member of a wider community, appreciated for who they are.</p> <ul style="list-style-type: none"> ▪ 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 for all our children and reasonable adaptations are made to meet specific needs.
	Currently 12% of our pupils have a Special Educational Need or Disability
Identification and assessment of Special Educational Needs or Disabilities	<p>The school follows the SEND Code of Practice in identifying and assessing Special Educational Needs and Disabilities. The school aims to identify SEN as early as possible, however it follows a “graduated response” to ensure that accurate identification of a child’s additional needs is achieved.</p> <p>Children can be identified as having SEND through a combination of:</p> <ul style="list-style-type: none"> ▪ Parental concern ▪ Concern is raised by the class teacher. ▪ External specialists’ concern ▪ Observation of individuals by Inclusion Leader. ▪ Assessments and reports from Outside Agencies ▪ Screening tests and formative assessments <p>The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team and Inclusion Leader at which time provision may be adjusted to meet the identified needs of the child.</p> <p>If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to need special educational needs and will be placed on the school’s SEND register so that they receive SEN Support. Parents will be informed of this and will receive an Individual Education Plan (IEP) and/or Support Plan for their child.</p> <p>To assess the progress of children with SEN/D, the School follows the “Graduated Approach” cycle of “Assess, Plan, Do, Review” which is carried out half-termly and recorded on a child’s IEP. Methods of assessing and reviewing children with SEN/D 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 Senior Leadership Team and Inclusion Leader ▪ Inclusion Leader observations, diagnostic tests or advice from outside agencies and professionals ▪ Teacher assessments: – observations, tracking progress and attainment, assessments and tests. ▪ SEN Teaching Assistants: – records, observations, meetings with the Inclusion Leader ▪ Half- termly review of pupil friendly Individual Education Plans which include the views of the child ▪ Seeking parent’s views and discussions at Parent Consultation meetings
Contact the Inclusion Leader	Name of Inclusion Leader: Mrs. Hayley Pope Contact details: 01202 888455 mrs.pope@merleyfirstschool.net
Contact the Family and Pastoral Adviser	Name of Family and Pastoral Adviser: Mrs Anita Clulow Contact details: 01202 888455 mrs.clulow@merleyfirstschool.net
Involving Parents in the Education of their Children	The school actively seeks to involve parents in their child’s education. A child’s teacher will make contact with a parent if they have a concern and equally, parents can contact their child’s teacher if they have a concern. The child’s teacher will share half- termly IEP targets with parents either through parent meetings or in writing. The IEP includes a section about how parents can help at home. When reviewed IEPs are sent home in writing, parents are asked to sign acknowledgement of this information and invited to include their views of the child’s strengths and needs. The Inclusion Leader is on site

	<p>four days a week and is available during Parent Consultation evenings to provide further information and support to parents. The Inclusion Leader 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 Leader 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 Leader is able to support parents in making a written contribution, as well as direct them to other support services such as:</p> <p>Poole SEND Information, Advice and Support Service (SENDIASS) http://www.poole.gov.uk/education-and-learning/parental-support/poole-send-information-advice-and-support-service/</p> <p>Poole Parent Carer Forum http://www.poolepcf.org.uk/about</p> <p>Rose Road Organisation https://www.roseroad.org.uk/Rose_Road_Services/</p> <p>Parents have access to the school's Family and Pastoral Adviser who can also refer parents to health and social care services. A referral may include completing a Poole Early Help Assessment (PEHA)</p>
<p>Involving Children with SEN/D in their Education</p>	<p>Children with SEN/D will have an Individual Education Plan (IEP) which they will review with their teacher at the end of each half term. The child has the opportunity to share their strengths and their favourite learning experiences. As the school actively aims to develop every child's independence, the IEP includes what the child needs to do to achieve success and these steps are agreed between the child and their teacher. Some children, especially those with a disability, will have a Support Plan which details how the school supports the additional needs of the child taking into account the recommendations of outside professionals. These are produced alongside a One Page Pupil which captures the child's views at the time of generating the Support Plan. Support plans are reviewed at mid- term points. Children with an EHCP will also have a Support plan and One Page Pupil Profile that is reviewed regularly with them by the Inclusion Leader.</p>
<p>Assessing and reviewing children's progress towards outcomes</p>	<p>Teachers are responsible for assessing and reviewing the child's progress towards the targets and outcomes set out in their Individual Education Plan (IEP). These targets are assessed and reviewed at the end of each half term. When assessing and reviewing children's progress, teachers will liaise with the SEN teaching assistant who is providing additional interventions to support the child in achieving their targets and outcomes. The Inclusion Leader monitors the assessment and review of IEP targets throughout the year, as well as the effectiveness of the interventions.</p>
<p>Arrangements for Supporting Children with SEN/D in Moving between Phases of Education</p>	<p>The school fosters close links between our 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 Leaders). 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. When it is felt necessary children complete transition passports about themselves to inform their next teacher/school. Additional visits are also arranged to re-assure children and parents. This can happen between year groups within school or at the point of transfer to Middle School. A 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 SEN/D</p>	<p>The school makes adaptations for children with SEN/D 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. Specialist resources and equipment that have been identified by the Inclusion Leader or recommended by outside agencies or professionals are provided so that children with SEN/D are enabled to engage in the curriculum with children in school who do not have SEN/D. The Inclusion Leader, Senior Leadership Team and teachers ensure that reasonable adjustments are made for children with disabilities, in both the indoor and outdoor learning environments and on 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</p>

	<p>adults and pupils who are disabled. There is a Treatment Room with fully accessible toilet facilities and hoist available. 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 base for one of the SEN Teaching Assistants and the ELSA. This room is used to the benefit of vulnerable pupils and those with SEN. This may include individual or small group work, a meeting place for adults involved with a child or a source of specialist resources and equipment. 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>
Expertise and Training of Staff to Support Children with Special Educational Needs or Disabilities	<p>Specialist Facilities/Equipment to support SEND</p> <p>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 the Borough of Poole. 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</p> <p>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 which sometimes includes completing the Poole Early Help Assessment to support the family as well as the pupil.</p> <p>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.</p> <p>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 SEN/D there is a programme of on-going training both in school and elsewhere. Staff expertise includes Speech and Language therapy, Fischer Family Trust reading intervention, Precision Teaching and Emotional Literacy Support (ELSA).</p>
Evaluating the effectiveness of the provision made of children with SEN/D	<p>The Inclusion Leader co-ordinates additional interventions and provision that match the needs of each child with SEN/D. 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 SEND TA on an individual basis or within a small group. Most interventions take place in our Sunshine Room and Rainbow Room. The Inclusion Leader monitors the attainment and progress of children identified as needing SEND Support each half term. Evaluation of the effectiveness of each child's provision is informed in a variety of ways; IEP review, discussions with teachers and TA's and discussions with parents and children. In addition the Inclusion Leader will monitor specific interventions through tracking of progress, observation of sessions and record keeping. The Inclusion Leader also monitors the progress of those children with Education, Health and Care Plans in the same way and through the annual review process.</p>
Support for Improving Emotional and Social Development	<p>To support children in their social and emotional development all children are taught personal and social skills using the Jigsaw scheme,</p> <p>Children who are identified as having an emotional or social developmental need can be referred by teachers to receive support from the school's qualified Emotional Literacy Support Assistant who will work in partnership with the child's parent. Intervention and support is usually provided on an individual basis. However sometimes it is provided through small group work. The Family and Pastoral advisor is available to support parents if they have concerns about their child's emotional or social needs.</p>
Arrangements for handling complaints from parents of children	<p>If you do have a concern or complaint we aim to deal with it 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

with SEND about the provision made at school	<ul style="list-style-type: none"> ▪ Arranged meeting with the class teacher and/or INCLUSION LEADER ▪ Arranged meeting with the Headteacher or Deputy Headteacher ▪ 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 or contact the SEND Committee Member. 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 the Borough of Poole can be consulted.
The Committee Member with Responsibility for SEND Provision	Mrs Verity Brooks
EARLY BIRD CLUB	<p>Breakfast and After School Club support</p> <p>We have a daily before school childcare facility 'Early Bird Club'. 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>

DATE COMPLETED	28 th February 2017
UPDATE	30 th January 2018

