Special Educational Needs (SEN) Information Report

Merrylands Primary School and Nursery

Growth Through Learning

Approved by Governors:	October 2026
Last reviewed on:	October 2026
Next review due by:	September 2027

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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website: SEND Policy

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED:	CONDITIONS SUCH AS:
Communication and interaction	Autism spectrum disorder (ASD)
	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 hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. SENCO and external agencies and experts

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mr Hayward.

He has been with Merrylands for 16 years. He is a qualified teacher who has worked as Class teacher and Assistant SENCO before becoming full-time SENCO.

Mr Hayward has completed the National Award for SEN Co-ordination (NASENCo), Bachelor of Philosophy (BPhil) in Special Educational Needs and holds a Master of Education in Specialist Educational Needs: Autism (Children).

He works full-time to manage SEN provision.

The SENCO's job is to support SEND pupils and their families. He also supports the class teachers in planning appropriate provision for children with SEND when requested. They may provide strategy sheets, pathway guidance for securing appropriate SEN support and will make referrals to necessary services as required. He delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.

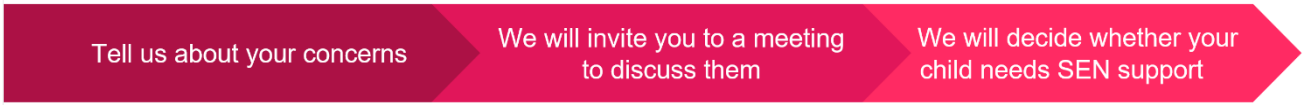
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Mr Hayward, who will be in touch to discuss your concerns.

You can also contact the SENCO via the email address - admin@merrylands-pri.essex.sch.uk

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. You will also be given a copy of this.

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

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their school work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

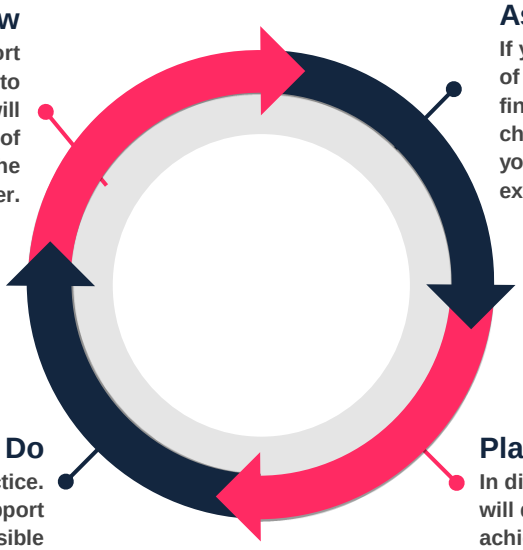
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

At Merrylands, we will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide three reports on your child's progress annually.

Your child's class teacher will meet you three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one 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:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, targeted support, adapting the teaching style or content of the lesson, etc.
- Differentiating 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 offer targeted support.
- Teaching assistants will support pupils in small groups.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

School resources will be secured through careful planning and allocation of staff, interventions, and appropriate support strategies based on a child's identified needs. The SENCO, class teacher, and relevant support staff will monitor progress regularly and adjust provision as needed. Any additional resources, specialist advice, or equipment recommended by external professionals will be considered and implemented where appropriate to support a child's learning, wellbeing, and access to the curriculum.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all pupils, including before and after-school clubs.

All pupils are encouraged to go on school trips, including the residential trip to the Isle of Wight.

All pupils are encouraged to take part in sports day, school plays, special workshops and class activities.

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 they can be included.

12. How does the school support pupils with disabilities?

The Accessibility Plan sets out the school's plan in order to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled and so that such delivery to disabled pupils is made within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Our plan covers the following areas:

- Cognitive disorder
- Hearing impairment
- Visual impairment
- Physical impairment

Our plan also considers the voice of the pupil. Where possible, children will be given opportunities to share their concerns, their views and their ideas. Adaptations will be made as needed and the voice of the child will be heard and acted upon.

Our Accessibility Plan can be found here: Merrylands Accessibility Plan

13. How will the school support my child's mental health, and emotional and social development?

We follow the Essex Steps Programme (See our Behaviour Policy) which promotes pro-social behaviours and a therapeutic approach in school for all.

We also provide support for pupils to progress in their emotional and social development in the following ways:

- Family support officer to offer advice and support to those pupils and families who require extra support with social or emotional development.
- We provide access to BCCS counselling service for those SEMH pupils who would benefit from it (subject to availability).
- Pupils are encouraged to speak to a trusted adult and worry boxes are available in all classrooms.
- We provide extra pastoral support for listening to the views of pupils with SEN and/or SEMH needs.
- We use the Zones of Regulation scheme to support emotional regulation.
- We have a 'zero tolerance' approach to bullying.
- We work alongside; Kids Inspire; The Children's Society and the Family Well-Being Service to help support pupil's and Families with SEMH needs.
- PSHE lessons covering mental well-being, social and emotional well-being are taught throughout the year.

Miss White, class teacher has completed the Senior Mental Health Lead training and is the Senior Leader for Mental Health across the school.

If we feel the need, or families request this, we may also refer a child CAMHS (previously The Emotional Wellbeing and Mental Health Service, EWMHS) for help and support.

When the emotional and social difficulties begin to affect the child's behaviour and learning we may request that you allow us to refer your children to the Educational Psychologist attached to our school or our SEND Inclusion Partner for further support. In the most severe cases we may need to apply for an EHC Plan if your child's social and emotional needs are causing a significant barrier to their learning.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a meeting at the end of the year where the pupil's SEN is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term.
- Provide transition books for those pupils who would benefit from them

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will also ensure all SEND records are transferred promptly.

Between Phases (moving to secondary school)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Meeting with the transition team from the child's new school (where offered).
- Transition days offered by the secondary school.
- Learning how to get organised independently
- PHSE lessons on what to expect in secondary school.
- Extra visits arranged for SEN pupils and those with additional needs.

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

Mr Andrews (Designated Teacher for Looked After Children) and Miss Tolley (Family Support Officer) will work with Mr Hayward (SENCO), 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 SEN. 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.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Class Teacher/Phase Lead – for classroom or learning-related matters, Pastoral/SENCO – for wellbeing or support needs, a member of the Senior Leadership Team – if the issue is ongoing or more complex. Further information about the complaints process can be found on the school website.

Merrylands Complaints Policy

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: Gov.UK

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Essex disagreement resolution and mediation services SEND IAAS: Resolving Disagreements

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Essex County Council's local offer. Essex County Council publishes information about the local offer on their website:

Home - Essex Child and Family

Rainbows Stay, Play and Learn sessions | Essex Local Offer

MyOTAS – My Own Time And Space

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Essex Send – Information, Advice and Support service

Family Learning – ACL Essex

Local charities that offer information and support to families of children with SEN are:

SNAP Charity - Registered Charity No.1077787

home - The MegaCentre Rayleigh

BOSP Brighter Opportunities for Special People, Pitsea, Basildon

STRM Support – Send the Right Message

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What is the Autism Support Centre?

At Merrylands Primary School we have an enhanced provision (ASC) for 8 pupils diagnosed with Autism (ASD). This is an enhanced support centre, not a specialist school. Some mainstream schools across Essex have extra support available for pupils with special needs and disabilities. These are called 'enhanced provisions'. These are not the same as special schools.

Across Essex, there are four primary enhanced provisions and four secondary enhanced provisions.

To receive a placement in one of the enhanced provisions, including here at Merrylands Primary School, a child must have:

- a diagnosis of autism
- a finalised Education Health and Care Plan for children or young people with autism as the primary need
- the cognitive ability to access the mainstream academic curriculum with appropriate support from the autism support centre to overcome their barriers to learning (i.e. do not have a level of social anxiety, which may result in significantly high levels of challenging behaviour or have challenging behaviours which are entrenched and are additional to their autism)

The purpose of the ASC is to ensure that the pupils attending the centre make progress as detailed within their Education Health and Care Plan. The idea is that the ASC can provide specialist support and guidance when the child feels overwhelmed; this will enable the child to spend increasing amounts of time accessing the classroom and engaging with their peers in a mainstream setting.

There is a separate admissions process to become part of the ASC that is managed by the Essex SEND Operations Team. If your child attends Merrylands Primary School and Nursery, they are not automatically offered a place in the ASC, even if they meet the criteria.

As part of the Needs Assessment process for an EHCP, Essex SEND Operations will advise you on schools that they feel may be appropriate and then consult with schools via a consultation process that must be started via SEND Operations. Advice on choosing a suitable school for children with an EHCP can be found on the Essex SEND IASS website: SEND IASS

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

20. Key questions parents and carers ask.

School based information based on the key question's parents and carers ask.	Key People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to? What are the policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo?	Class Teachers	Class teachers are responsible for: • Ensuring that all children have access to good/outstanding teaching through Quality First Teaching, and that the curriculum is adapted and scaffolds put in place, to meet your child's individual needs (also known as differentiation). • Talking to you if they have any concerns with regards to your child's progress. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources, scaffolds etc) and discussing amendments with the SENCo as necessary. • Writing learning targets and sharing and discussing these with parents/carers at least once each term. This may take place during parent consultations or outside of these and will include planning for the next term. This is done in the form of creating One Plans for children with SEND. For children with a higher level of a need, a more formalised One Planning Meeting may also be held to discuss the child's needs in greater detail and plans created for the future. Children requiring the more formalised One Planning Meetings are the children who may need an Education, Health and Care Plan (EHCP) in the future or they already have an EHC Plan and this is done as part of the Annual Review process. • At Merrylands, we ensure that all members of staff working with your child are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and individualised curriculum planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Your child's teacher will be available to speak to at the end of the school day or by appointment as necessary.

	Special Educational Needs Co-ordinator (SENCo)	Mr Hayward is responsible for: Coordinating and overseeing the support for children with special educational needs (SEN) and or disabilities, and developing the school's Inclusion/SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. They will ensure that as parents/carers you are: • Fully involved in supporting your child's learning • Kept informed about the support your child is getting • Involved in reviewing how they are doing • An integral part of planning ahead for them Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. Updating the school's SEN records and making sure that there are up to date details of your child's progress and needs. Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. Supporting your child's class teacher to write appropriate and timely learning targets for your child to achieve. Organising training for staff so they are aware of issues around differing needs and are confident about how to meet the needs of your child and others within our school. Arranging and carrying out One Plan meeting with parents, children, staff and relevant professionals in order to audit and review the current provision for your child and decide on new targets for the future. They are happy to meet with any parent/carer whenever they need to and can be contacted via the office on 01268 417893 or by email :- SENDAdmin@merrylands-pri.essex.sch.uk The SEN Code of Practice sets out what the key responsibilities of the SENCo may include: • overseeing the day-to-day operation of the school's SEN policy • co-ordinating provision for children with SEN • liaising with the relevant Designated Teacher where a looked after pupil has SEN • advising on the graduated approach to providing SEN support • advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • liaising with parents of pupils with SEN • liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • being a key point of contact with external agencies, especially the local authority • liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • working with the Head of School and school governors to ensure that to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • ensuring that the school keeps the records of all pupils with SEN up to date

Learning Support Assistant (LSA) may be allocated to some pupils with SEN and/or disabilities)	A Learning Support Assistant (LSA) may be allocated to support a pupil or group of pupils with exceptional special educational needs and/or disabilities. Whilst we recognise that they play a very valuable role in a child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff members named above (Class Teacher/SENCo). Of course, as a school, we welcome daily dialogue between parents and LSAs on how a child's day has been and we do encourage this continued feedback. A 'home/school book' is sometimes used as an easy way to ensure communication occurs regularly and is an important way for parents/carers and school to let each other know about home and school life that may affect a child in a positive or negative way. It is also another way we can celebrate a child's achievements and success both at home and at school.
Head of School	**Mrs Pryer** is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. • She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Governors	**The Governor for SEND is Mr Brooks** and he is responsible for: • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

How are parents/carers consulted about their children with Special Educational Needs and how does the school involve parents in their child's education?	• If the school has a concern regarding your child, we will contact you and ask you to come in and meet with the Class Teacher and/or the • SENCo. We will share with you our concerns and ask you to let us know if you have any concerns. • If we feel your child needs to be added to our register of children with Special Educational Needs, we will let you know. Once added to the register, a One Planning meeting with your child's class teacher will be arranged to discuss your child's needs and set appropriate targets. Depending on the level of need, it may be that a more formalised One Planning meeting is required and this may be carried out in conjunction with the class teacher and the SENCo, Mr Hayward. One Plans include lots of information about your child, including; their strengths, their needs, strategies that may support their learning and SMART targets to work towards.

	• If we feel that your child could benefit from being seen by a professional in the community such as a Community Paediatrician, Speech and Language Therapist, Occupational Therapist etc, the SENCo will be happy to meet with you to obtain your views and share the views of the school. They will then write a referral to the Children's Single Point of Access (CSPA) to request their services. If those needs relate to ADHD or Autism, the SENCo will be happy to work with you if necessary to complete the ASD/ADHD Pathway paperwork. We also work closely with the speech therapist from Carabott and Davis and may refer to them regarding speech and language needs. • As parents, you are your child's primary educator, and we welcome your involvement in every stage of your child's education and look to you to help us to 'assess, plan, do and review' what needs to be done to help your child to reach their potential. • We will always seek your permission to obtain any assistance from external specialists if we deem it necessary. • When specialist teachers or external agencies come in to work with your child, we will let you know what has happened. Sometimes the professionals want to meet with you so the SENCo will arrange for you to be present also. If you are not present, we will forward to you any reports that we receive. • If it is felt your child may need an Education Health and Care plan (ECHP), we will work with you, invite you to attend meetings and complete all the necessary paperwork to obtain this. This will also involve having One Planning meetings in order to generate the paperwork needed to request the EHC Plan. • If your child has an EHC plan we will hold an Annual Review meeting. At this meeting, you will be asked to give us your views on all aspects of your child's education. We will also set new targets for the coming year. We will also discuss the appropriateness of mainstream education for your child. It is always the decision of the parent/carer to request a special school however, we are happy to provide guidance on this. Your child will also have two further One Planning Meetings with the class teacher during the course of the year.
How are children and young people with SEN consulted and involved in their own education	• Children can attend their Annual Review/One Plan meetings and will always be supported to give their opinions and ideas. Mr Hayward will ask staff working with the children to complete a children's views form with them in school and the same form goes home for the children to complete with their parents/carers in their home setting.

What are the different kinds of Special Educational Needs that the school provides for?	• Merrylands Primary School welcomes children with a wide range of special educational needs and disabilities including children who are looked after and have special educational needs and or disabilities. These include all children with difficulties in cognition and learning, sensory or physical difficulties, communication and interaction difficulties and children with difficulties in Social Emotional and Mental Health. We make reasonable adjustments, including the provision of auxiliary aids and services for children with special educational needs and or disabilities. We provide the necessary support for children with medical needs and will follow care plans for these children to ensure we provide the appropriate care. Merrylands Primary School ensures that children who have SEND and are looked after and those in receipt of Pupil Premium are provided with the appropriate support that enables them to achieve their potential.

Key Questions	**Types of support**	**What would this mean for your child?**	**Who can get this kind of support?**
What are the different approaches used to teach children and young people with SEN and /or disabilities at Merrylands Primary School?	Class teacher input through Quality First Teaching - high quality, good and / or outstanding classroom teaching.	• The teacher will have the highest possible expectations for your child and all pupils in their class irrespective of their starting points. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like providing more practical learning experiences or providing different resources adapted for your child. • Teaching is differentiated/scaffolded according to ability and support deployed as necessary to meet the needs of the learners. • Putting in place specific strategies (which may be decided by the class teacher or suggested by the SENCo or from outside agencies) to enable your child to access different learning tasks.	All children in school receive this.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?	Your child's teacher will have carefully checked your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. He/she will plan group interventions for your child with targets to help your child to make more progress. Within class or outside of class a Learning Support Assistant/Higher Level Teaching Assistant or teacher will teach these small group interventions using the teacher's plans, or a recommended programme. The resources/interventions we could access may include: Numicon, Social story/skills programme, additional phonics teaching, additional reading programmes, gym trail, sensory circuits, Speech and Language programmes provided by Speech and Language Therapists which are delivered by our trained Speech and Language LSA, fluid groups/interventions to support day to day learning that may not have been understood, etc.	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some extra support in school. These children may have a One Plan or an EHC Plan.
	At Merrylands, we also have The Nest provision. This is a provision for our children with high needs or Severe Learning Difficulties (SLD) who are unable to access the mainstream curriculum. At Merrylands, we recognise that there are not enough special school places for children with SLD and have developed our own provision, with the support from the Local Authority and our Inclusion Partner, to meet the needs of the children who require a more specialised education. Children benefit from both classroom experiences for lessons they can access such as PE and music and also support in The Nest for specialised reading, writing, maths, wider curriculum lessons, lessons on safety and communication such as Bucket Time, Musical Communication, messy play and sensory circuit. Children work on their individualised targets set during One Plan meetings and Annual Reviews. For our children with special educational needs in the area of Social Emotional and Mental Health, we run several intervention groups. Here, children are supported by our trained Practitioners to regulate their emotions, work on individual targets and are also supported, when	Children with Severe learning difficulties or high needs SEN. Children with difficulties in social, emotional or mental health needs. Any child who is struggling with their emotions can access support from the SEN team.

	they are ready, to complete academic work, in a calm, purposeful setting that meets their SEMH needs. We also offer Drawing and Talking therapy and the school also has access to a counselling service for children who need more formalised counselling/therapy.		

How are children and young people with SEN enabled to engage in activities available to children and young people in the school who do not have SEN?	Whole Class Small Group work Paired work Outdoor Learning Intervention Group Work Individual 1-1 Support	• The school ensures that all children are included in every aspects of learning where possible. • High expectations and Quality First Teaching is found in all classrooms - all lessons are well planned and differentiated/scaffolded to ensure different ability groups of children within a whole class learning environment make progress and achieve their potential in all lessons. • We believe that it is important for children with or without SEN to work together in whole class, small groups, paired work and other learning opportunities. • Some children who have a One Plan or an EHC Plan and require additional adult support will usually still work within the classroom. This ensures they are taught by a teacher. An LSA may rephrase and assist then during lesson inputs to ensure they fully understand the learning. They may then work within small groups on activities differentiated/scaffolded according to their need. • There are some occasions when the children may have interventions outside of the classroom on a 1-1/small group basis as part of the requirements of their One Plan/EHC Plan. This includes our children in The Nest or Autism Support Centre (ASC).	All children

How is the expertise and training of staff, to support children and young people with SEN, including how specialist expertise secured, managed and delivered?	Teacher Training Training from external agencies Berlesduna Academy Trust Training Outside agency involvement. This may be from: Local Authority central services such as Visual support or Hearing Impaired	Mr Hayward has obtained the National Award for SEN CoOrdination qualification and has a Master's Degree in Special Education. All staff are trained to work with children with a range of SEND. All teachers can appropriately differentiate/scaffold the learning activities to ensure children can access the learning and achieve their potential. If a child enters the school with a particular learning need that needs further training then we seek the support of outside agencies, including our Inclusion Partner, to assist with that training. Appropriate staff will then be trained to cater for a particular child's needs. When a child has an identified special educational need, the support received from external agencies such as specialist teachers (for physical and neurological needs) will be requested and staff will work under the direction of those professionals to ensure they are fully catering for the needs of the child. The SENCo provides guidance and training for staff working with children with SEN. If your child has been identified as needing more specialist input, instead of, or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made, we will discuss your child's progress with you and together we will plan possible ways forward.	Children whose learning needs are: • Severe, complex and lifelong • Need for an EHCP assessment.
	• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or SET CAHMS Support from the Local Authority from	If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist, Community Paediatrician. This will help the school and yourself understand your child's particular needs better. Mr Hayward is able to make these referrals with your permission. Mr Hayward, or a member of his team, would also be	

	the Educational Psychologist and our Inclusion Partner	willing to attend appointments with parents with external professionals such as the Community Paediatrician, if you would like them to and diaries allow. The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. • A group or individual work with an outside professional The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. If we feel that they need more than our delegated budget will allow to make good progress, we will discuss with all parties involved, in making a request for a Needs Assessment for an EHCP. If this is not the case, the outside agencies will ask the school to continue with the support already provided. If a child has SEMH needs that require an EHC Plan, this will outline the outcomes and aspirations for your child and support your child with specific strategies. It will also have long and short-term targets for your child to achieve and school will put in the necessary support to help to achieves these. There may be an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child. Children with high levels of SEND or SEMH needs may be supported in The Nest or other intervention spaces.	

How will we support your child with identified special needs before and when they start at our school?	• We will invite you to visit the school with your child to have a look around and speak to staff. • We hold school tours for parents who are looking to select Merrylands in the Autumn term each year. • Staff from school will visit or speak with the pre-school setting if your child has attended one. If possible, they will meet with your child and staff within that setting. • The SENCo will endeavour to attend any one planning meetings arranged once we know your child will definitely be starting at our school. • If other professionals are involved, we will try to meet them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts. • Depending on your child's needs, we may suggest transition visits or adaptations to the settling in period to help your child to settle more easily. This could include beginning on a part time basis with a clear idea as to when and how this will be increased to ensure your child is in school full time as soon as possible. • If your child is to have a key adult involved, we will endeavour to arrange times when they can meet you and your child to get to know each other, this could be at the 'Stay and Play' times that we offer as part of the transition process.	Children who have identified Special Needs before they begin at our school.
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress, you should speak to your child's class teacher initially. • If you feel that your concerns have not been addressed, you should speak to the SENCo or a member of the senior leadership team. • If you are still feeling that your concerns have not been addressed, details of how to make a complaint can be found on the school website.	All parents and their children
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo. The school also holds termly pupil progress meetings to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is identified as not making sufficient progress, the school will make a	All parents and their children

	decision about whether to monitor this or set up an intervention group and will inform you. • Discussions about progress will also form part of any One Planning meetings or Annual Review meetings. • If your child is still not making expected progress, we will discuss with you any concerns you/we may have	
How is extra support allocated to children and how do they move between the different levels of SEN Support?	The school budget, received from the Department of Education, includes money for supporting children with SEND. • The Executive Head Teacher and Head of School decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Head of School and the SENCo discuss all the information they have about SEND in the school, including • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected. • deciding what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed. Under the SEN Code of Practice, all children on the register are identified to be in receipt of SEN Support. All children requiring SEN Support are closely monitored. They will have provision identified through their One Plans. In time, children needing support from Specialist Services, will have additional One Planning meetings to discuss your child's needs with any professionals working with them. At these meetings, targets are suggested and plans and strategies put in place to achieve those targets. If your child is still not making the necessary progress then we may consider that an EHC Plan might be needed. We will work with teachers, parents and carers and other professionals (if they are involved) to put together the paperwork needed to send to the Local Authority for a Request for a Needs Assessment.	All children with SEND
How does the school involve other bodies, including	When a parent or member of the school staff have a concern regarding a child, we seek to obtain	All Children

Health and Social Care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	support for the child and their family from the most appropriate body. A referral will be made to the appropriate organisation that sets out the nature of the difficulties. A member of the school staff, usually the SENCo, will meet with the specialist and their families if requested. A plan of action will then be put in place as to how best support the child. Whatever the plan of action is, this will be shared with anyone working with the child including the teacher, LSA, HLTA etc to ensure that all working with the child are following agreed strategies.		
	Directly funded by Berlesduna Academy Trust and the School	LSAs SENCo Speech and Language Therapist Counsellor	
	Paid for centrally by the Local Authority delivered in school	Specialist teachers PNI Team SEND Inclusion and Psychology Team including Educational Psychologist and the Inclusion Partner	
	Provided and paid for by the Health Service NHS Trust, but delivered in school	For children who have medical issues the SENCo, family support officer and a member of staff with Paediatric First Aid Training arranges meetings with the school nurse or a diagnosing physician or hospital to complete Health Care Plans and arrange any necessary training. For children on medication, including children with allergies, health care plans should be provided to us by a diagnosing physician. If these are not provided we will meet with parents/carers to produce the plan to set out the medical care required. We ensure that the Care Plan is followed in school. The Health Visitor works with the school supporting children under five. School Nurse works closely with the school for specific families and the school can refer to them if they have concerns about children. The school also works closely with Speech and Language Therapy at Great Oaks, the Community Pediatrician and other health	

		professionals such as Occupational Therapist/Physiotherapist. Professional training is provided for school staff to deliver medical interventions. Interventions may also be provided from Social Care .	
How are the adults in school helped to work with children with SEN and what training do they have?	The SENCO's job is to support the class teacher in planning appropriate provision for children with SEN when requested. They may provide strategy sheets, pathway guidance for securing appropriate SEN support and will make referrals to necessary services as required. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the SEND Inclusion and Psychology Team. • If we are unsure how best to support a child, we seek the guidance of the Inclusion Partner or Educational Psychologist who may come in to work with school staff to provide information, strategies and guidance in how to support particular children. We also work with Specialist teachers for children with a range of physical or neurological difficulties when required.		All children with SEND

How will the teaching be adapted for my child with Special Educational learning needs?	• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted/scaffolded in order to enable every child to learn as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. The SENCO will work with the school's Inclusion Partner if we need further guidance and direction to ensure that teaching and learning strategies are adapted in appropriate ways. • Specific resources and strategies will be used to support your child individually and in groups – for example: - accessibility plans including disabled toilets, behaviour charts/rewards, visual timetables, ear defenders, left-handed or easy grip scissors, writing slope, Finger Gym & Gym Trail resources, wide range of reading materials, Interactive Whiteboards, social stories. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. • Following the guidance as set out in the Essex Provision Guidance or the Ordinarily Available guidance. https://schools.essex.gov.uk/pupils/SEND/Documents/Provision-Guidance-v4.pdf	All children with SEND
How does the school measure children's	Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum/Pre-Key Stage/ EYFS levels in reading, writing and	All children with SEND

progress in school? How will parents know about this? Will parents be involved in the assessment and review process?	maths is entered into Insight Tracking for monitoring. Progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour are also considered. • Children working below the National Curriculum in Years 2 and 6 will be assessed against the Pre-Key Stage Standards. Children working between P1 and P4 will be assessed using the new Engagement Model (July 2020) • At the end of Key Stage 2, (i.e. at the end of Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requests all schools to do and the results are published nationally. • The parents/carers of children with One Plans have an extra opportunity each term to discuss their children's learning targets and progress with the teacher and SENCo and plan for the future as they follow the Assess, Plan, Do, Review cycle. • The progress of any children with an EHC Plan, is formally reviewed at an Annual Review with all adults involved with the child's education. • Children with EHC Plans have individual target sheets and folders of activities to – these targets are set in One Plan meetings and Annual reviews. Any adults working with the children with target sheets are responsible for keeping records of daily progress against these targets. Each week these target sheets are collected and analysed. As soon as children are consistently meeting a target then Mr Hayward and the class teacher work together to set new targets. • The SENCO will also monitor the progress of children in class as well as the progress they make in intervention groups to ensure these are having the necessary impact. • A range of ways will be used to keep you informed. These may include:- Parent Consultations, Review meetings, One Planning meeting, Annual Review Meetings, home/school book, letters/certificates sent home, additional meetings as required, reports, rewards and celebrations. • At Merrylands we aim to involve parents as fully as we can in the progress their children make and the targets that are set. We believe and research shows, that when school and home work together, children make far greater progress. • When a child with SEN begins an intervention then assessments are made prior to starting. At the end of an intervention, further assessments are made to ensure your child has made progress. If an intervention is clearly not having an impact then another will be put in place. Merrylands Primary School ensure they do all they can to measure the impact of the provisions we put in place. If something is not working, we will find an alternative that will.	

What support does the school offer to the parents/carers of children with SEN/and or disabilities?	• The SENCO, (or a member of the Senior Leadership Team), is available to meet with you to discuss your child's progress or any concerns/ worries you may have. • The school holds a half termly coffee morning for parents and carers of children on the SEND register. This is a time to meet other parents at the school and to discuss any issues you may be having. We sometimes invite visitors from outside agencies in to let you know of support that can be offered in the community. All parents and carers of children on the SEN register are welcome to join these half-termly meetings. • We would like you to talk to your child's class teacher regularly so we know what your children are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working well in both settings. If you wish to see the class teacher, you can book an appointment after school. • All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCo is available to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child and will always seek your involvement in matters of concern. • You will have an extra opportunity each term to discuss your children's learning targets and progress with the teacher and/or SENCO • Homework will be adjusted as needed to your child's individual needs if required. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • In addition: If you child is undergoing an EHCP assessment you will also be supported by a SEND Operations Co-Ordinator at the Statutory Assessment Service. They will ensure that you fully understand the process.	All parents / carers of children with SEND.
How will my child be included in activities outside the classroom?	At Merrylands Primary School we have a range of after school and lunchtime clubs, these are usually available for all children to attend.	All Children