

## Merryhills Primary School – School Information Report 2017-2018

### HOW WE SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Merryhills is an inclusive, community school. Our vision requires us to be proactive and persistent in ensuring that all pupils are provided with the opportunities and safeguards necessary to fulfil their potential. All pupils are entitled to a curriculum that meets their individual needs. This includes vulnerable pupils, gifted and talented, looked-after children, pupils with a disability and those learning English as an additional language. At Merryhills we endeavour to support all pupils to overcome potential barriers to their learning and we are committed to providing a broad, balanced and inclusive curriculum which has been developed with due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

We practise the early identification of Special Needs through our monitoring and assessment procedures and by working closely with parents and external agencies. At the heart of this process is the pupil – the pupil's perspective and voice is valued, listened to and acted upon. Appropriate support is provided for pupils with Special Needs through a combination of intervention, additional provision and effective partnership working.

#### **What size school are we?**

Merryhills is a 3-form entry school from Reception to Year 6. There are currently 626 pupils on roll.

#### **Our Ofsted rating**

Our last inspection took place in March 2014 and we were graded 'Good'.

#### **What kinds of Special Educational Needs (SEN) does the school cater for?**

We have experience in supporting a range of needs, including:

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN) Autism Spectrum Conditions (ASC), Asperger's Syndrome
- **Cognition and learning**  
e.g. Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia, Moderate Learning Difficulties (MLD) global developmental delay
- **Social, emotional and mental health difficulties (SEMH)**  
e.g. attention deficit hyperactive disorder (ADHD) and Attention Deficit Disorder (ADD), attachment disorder, social and emotional difficulties
- **Sensory and/or physical needs**  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP), epilepsy
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their signed and up to date (within one year) health care plan. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

### **How do we know if a child has special educational needs?**

At Merryhills, we practise the early identification of Special Educational Needs through our whole school monitoring and assessment procedures and by working closely with parents and external agencies. At the heart of this process is the pupil – the pupil's perspective and voice is valued, listened to and acted upon.

We promote a transparent, supportive relationship with parents and encourage their active involvement in the education of their children.

- As the parent or carer, you can raise any concerns at any time, by making an appointment with the class teacher, SENCO or Inclusion Manager.
- We recognise that some families may not feel confident enough to ask for help when it is needed or know how to best support their children.
- We have an open-door policy for parents and endeavour to provide them with the information they need to make informed choices and decisions about their child.
- All pupils are carefully monitored and regularly assessed and any concerns are highlighted and communicated to the SENCO or Inclusion Manager as soon as they arise.
- Concerns are monitored over two terms, with the expectation that the class teacher will have engaged in the Assess, Plan, Do, Review cycle. This involves communication between parents, the class teacher and the Inclusion Team. During this time, observations and further assessment may take place.
- On-going concerns about a pupil's progress or development are communicated to the Headteacher by the Inclusion Manager and strategies, assessment outcomes or the need for outside agency support are discussed.
- Parents are kept informed at all times. If further understanding of your child's needs is required you will be consulted and other professionals will be invited into school.
- For more information, please refer to the SEN/Inclusion Policy.

### **What we do to help children with special educational needs**

- Merryhills has a whole school as well as individual class provision maps which are updated when needed. Some pupils also have an individual Learning Support Plan in addition to this. The provision map provides a clear picture of all the interventions that the school is currently providing. All the interventions are carefully selected to meet the needs of each child and are carefully monitored by the class teacher, Phase Leaders, SENCO and Inclusion Manager for suitability and progress.
- Any child who is identified as having a Special Educational Need is provided with appropriate whole class, group or individual intervention. Independence is always encouraged and it is our policy to match the skills, knowledge and experience of support staff to the needs of individual pupils.
- The Class Teacher is responsible for providing all children in their class with Quality First Teaching. The teacher co-ordinates how additional class-based support and resources are used, with advice and support from the SENCO. Class based teaching assistants support as directed by the class teacher.
- Support staff who are part of the Inclusion team have individual timetables, coordinated by the Inclusion Manager, to support pupils with SEN across the school throughout the school day, including playtimes and lunchtimes, if appropriate.

- The class teacher is responsible for updating and managing your child's learning support plans, which are monitored and reviewed on a termly basis, in consultation with the SENCo.

### **Personal Education Plans (PEPs)**

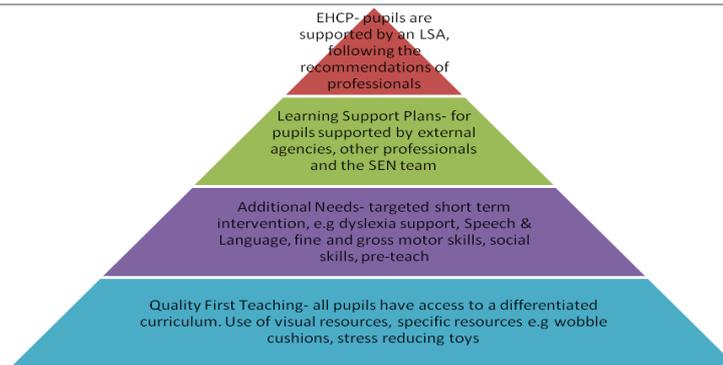
Looked After Children will have Personal Education Plans (PEPs), reviewed with the Carers, Social Worker, School and relevant External Agencies.

### **How do we adapt our teaching for children with special educational needs?**

- Class Teachers plan lessons according to the specific needs of all pupils in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Lessons will include a combination of whole class, group and individual activities.
- Class Teachers use the results from assessment and advice from external agencies to undertake the Plan, Do and Review cycle.
- All class based staff are experienced at personalising learning and adapting their teaching and classroom practice to suit these styles.
- Lessons are carefully differentiated and equipment is carefully chosen to suit your child's learning need.
- Teaching is regularly monitored to ensure that lessons are good or better and that they are planned and taught to meet the different learning needs and styles in the classroom.
- All classrooms at Merryhills have visual timetables. The use of visuals and symbols is consistent throughout the school for the benefit of all pupils.

### **How do we decide what resources we can give to a child with special educational needs?**

- All year groups plan their lessons with a senior member of staff.
- The SENCo supports teachers and support staff with the selection and effective use of resources for SEN pupils.
- All staff are regularly trained and informed, through staff INSET or the sharing of good practice with local colleagues, external visitors or courses, to improve teaching and learning at Merryhills. This may include whole school training on SEND issues or types of conditions such as ASC or dyslexia.
- 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 in order to enable pupils to access their learning as independently as possible.
- Specially trained, experienced support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- 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 the curriculum and extra-curricular activities in school.
- At Merryhills, we adapt and modify the school environment, wherever practicable and reasonable, to meet the needs of our pupils. This includes accessing specialist equipment if needed.



Details of Enfield's Local Offer can be found at [www.enfield.gov.uk](http://www.enfield.gov.uk)

### **How do we check that a child is making progress and how do we keep parents informed?**

- Your child's progress is continually monitored by the class teacher and overseen by the Phase Leader.
- Progress meetings take place termly where your child's progress is discussed by the class teacher, Inclusion Manager and another member of the Headship Team.
- Progress is reviewed formally every term and an assessment will be made in Reading, Writing and Maths. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored.
- If your child is in their final term in Year 1 and above and is not yet at National Curriculum levels, 'P levels' will be used to show their progress.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from these tests are published nationally.
- All children in Reception are assessed at the end of the year using the Early Years Foundation Stage Framework.
- All children at the end of Year 1 complete the Phonics Screening Check.
- The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager will also monitor your child's progress throughout the year and may carry out additional assessments, where necessary, to check or track progress, to inform planning.
- If your child is still not making expected progress the school will discuss with you:
  - any concerns you may have
  - any concerns the school has
  - any further interventions or referrals to outside professionals to support your child's learning
  - how school and home can work together, to support your child.
- A range of ways will be used to keep you informed, which may include:
  - Home/school book
  - Telephone/ texts

- Letters/certificates sent home
- Additional meetings as required
- Reports
- Learning Support Plans

**What support do we offer to support Social, Emotional and Mental Health needs and pastoral support for general wellbeing?**

At Merryhills, we consider the whole family situation when supporting each pupil. Sensitivity, privacy and confidentiality are paramount at all times.

**Medical:-**

- If your child has any medical needs, Carol Berry, the School Welfare Officer or the Inclusion Manager, will invite you into school to create a care plan.
- The plans will be updated regularly and you are able to contact the school Welfare Officer at any time.
- Your child's social and pastoral care is very important and the sharing of your concerns with the Class Teacher, SENCo or Inclusion Manager will help us all work together effectively.
- All medicines are carefully monitored and recorded.
- The School Nurse regularly visits the school and can be contacted outside of the set visits.
- Dietary needs are discussed and any allergies shared with relevant staff. If needed, a food diary may be kept to support programmes given by a dietician.

**Social:-**

- Your child is fully included in activities where possible. All children are encouraged to work together.
- If your child is struggling to understand how to make friends, the lunchtime Games Makers may be able to support your child until they are confident enough to play with the other children. Social stories are also used as a strategy.
- New children (or if your child is lacking with confidence in the playground) are provided with a buddy.
- Staff, Games Makers and buddies in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher and the Inclusion Team will be notified.

**Behaviour:-**

- If your child has behavioural difficulties their Class Teacher will keep you fully informed.
- Strategies will be implemented and shared with you.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- The Inclusion Manager will keep you informed and if necessary hold a meeting with you and all the professionals involved with your child or family.
- Everything possible will be implemented to ensure your child is included at all times.

**Attendance:-**

- It is important that your child has good punctuality and attendance so they are able to make good progress with the support they are given. (Please see the school's attendance policy).
- It is important that if your child has a medical reason, the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues relating to attendance, the School Welfare or attendance officer will be able to advise you.

**Child's views:-**

- Your child contributes to their Learning Conference every term.
- Your child will contribute to the annual review of their Education Health and Care Plan (EHCP).
- Your child is encouraged to discuss any school issues that can be taken to the school council.
- Pupils are always encouraged to contribute and share their ideas with their peers and/or staff.
- If your child has shared concerns or ideas with you but they feel they cannot discuss them in school, you are encouraged to contact the class teacher, SENCo, Inclusion Manager or Headteacher as their advocate.

**Which specialist external services does the school use when we think extra help might be needed?**

Educational Psychologist

Speech Therapist

Social Services

Children and Adolescent Mental Health Service

Outreach:- West Lea Special School

Russet House

Occupational Therapy

Physiotherapy

Early Years Support Inclusion

Foundation Support Service

Joint Services for Children with Disabilities

Behaviour Support Service

Play Therapy (1 morning per week)

Parent Support Service

School Nurse

Parent Partnership:- [www.enfieldparents.org.uk/services/parent-partnership-service](http://www.enfieldparents.org.uk/services/parent-partnership-service)

Citizens Advice Bureau :- [www.enfieldcab.org.uk/](http://www.enfieldcab.org.uk/)

Voluntary agencies:-

National Autistic Society:- [www.autism.org.uk/](http://www.autism.org.uk/)

MENCAP:- [www.mencap.org.uk/](http://www.mencap.org.uk/)

**What training do staff receive?**

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a 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 ASC Outreach service or medical /health training to support staff in implementing care plans.
- Staff training takes place on a regular basis, including weekly staff meetings and INSET days.
- All staff have had access to training around current Special Educational Needs legislation and further training will be arranged as necessary.
- All Teaching Assistants and Learning Support Assistants have access to regular training.
- During their Professional Development Interviews, support staff are set targets relating to their areas of interest, training needs or area of expertise.

The following tables show the training and expertise of the school staff.

### General SEN training for all staff

Details of training / expertise	Number of school staff trained
Paediatric First Aid	4
First Aiders for School staff	4
Fully qualified First Aid	17

### Specific SEN training and expertise

Details of training / expertise	School staff
Accredited SENCO (National Award)	2- SENCO and Inclusion Manager
How to support pupils on the Autistic Spectrum	4 Learning Support Assistants SENCO Inclusion Manager
ELKLAN Speech and Language Support for 5-11s	1 Learning Support Assistant with 2 more undertaking training during 2017-2018
How to support pupils with dyslexia traits	1 Learning Support Assistant
Epi pen training	17
Diabetic/Glucose testing	6

### How do we include children in activities and school trips?

- Safety is considered at all times and risk assessments are completed prior to all trips. This may involve individual risk assessments for specific pupils.
- Care plans are completed for any pupil with medical needs that may require additional support, supervision or medication.
- All children are included in all activities with their peers.
- The school provides additional support and provision when it is reasonable to

do so.

- Before any trip or activity, an assessment is completed to ensure accessibility for all.
- We make our best endeavours to co-produce and share strategies to promote inclusion.

### **How accessible is the school environment?**

- The school is fully accessible to wheelchairs on the ground floor of the school building and throughout the school grounds.
- The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- Merryhills has two disabled changing and toilet facilities.
- When agencies advise additional equipment, where possible it is provided. Equipment can also be loaned to parents to help support their children's needs.
- We make our best endeavours to ensure the school is secure and has restricted access. For more information, please refer to the Single Equality Policy.

### **How do we prepare for children joining, leaving or moving within our school?**

At Merryhills we appreciate that the prospect of changing class, year group, Key Stage or school can be extremely daunting for many pupils. Pupils are well supported throughout all transitions.

If your child is joining school in reception:-

- Play and Stay visits are arranged at school.
- Home visits are carried out, providing an opportunity to discuss any concerns you might have about your child's progress, development or identified SEN.
- A phased introduction ensures that the youngest pupils in the school are given an earlier start date in order to facilitate with settling in.

If transferring from another school:-

- If possible the Inclusion Manager or SENCo will visit the child in their current setting and liaise with the previous school.
- Social stories are provided when appropriate and visits can be planned to support the change.

If your child is moving to another school:-

- The transition to a new school is carefully planned and parents are kept fully informed. A social story or photographs are used to show the child where they are going and the new support they will be getting.

In Year 6

- Pupils may be part of a small transition group to share and discuss any concerns or worries about moving on to secondary school.
- The Inclusion Manager will invite the secondary staff in to discuss the child and share strategies or may discuss via a telephone conversation.
- Visits may be made to the new school and if possible staff from the new school will visit your child in their current school.

Moving classes:-

- Information will be passed on to the new class teacher in advance and the current and new teacher as well as support staff will meet to discuss the learning, progress and needs of individual pupils.

- A social story is provided for all the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.

#### **How are parents and the child consulted and involved in school life?**

- At Merryhills we encourage parental involvement and have an open-door policy to facilitate the dialogue between school and home.
- You are encouraged to discuss any concerns at the first opportunity, via the class teacher, SENCo, Inclusion Manager or Headteacher.
- Sharing your understanding of your child's needs is valued and encouraged.
- An interpreter will be arranged by the school when necessary.
- Parents are encouraged to attend parent workshops that are held throughout the year.

#### **Who do I contact for more information or to discuss a concern?**

- At Merryhills, we like you to talk to your child's class teacher at the termly Parent Consultation Meetings. This will help us to know what your child is 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 the child both at home and school.
- The Inclusion Manager or SENCO is available to meet with you, each term at the SEN meeting, or more often if required, to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted, by the class teacher, to reflect your child's individual needs.
- A home/school communication book may be used when this has been agreed to be useful for you and your child.

#### **In addition:**

If your child is undergoing assessment for an Education, Health and Care Plan, you will also be supported by the Children's Services SEN Team who will ensure that you fully understand the process.

You can also contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on 020 8373 6243, or via email on: [enquiries@epandc.org.uk](mailto:enquiries@epandc.org.uk). You can also visit their website: <https://www.epandc.org.uk/services/sendiaass>

#### **What are the arrangements for handling complaints from parents of children with SEND about the provision made in school?**

We are committed to providing excellent services to all our pupils and their parents

and we believe the best way to do this, is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. If you have something to tell us, whether positive or negative, please contact the class teacher or SENCO.

Inclusion Manager: Stella Ioakim on:- 020 8363 1403

SENCo – Michelle Harmon on: 020 8363 1403

If you have a complaint about SEN provision, please tell us promptly.

Complaints should initially be addressed to the SENCO, who if unable to assist will refer the matter to the Inclusion Manager. If the Inclusion Manager is unable to assist, the matter will be referred to the Head teacher. In the event of the Head teacher being unable to assist, parents will need to contact the SEN Governor (a letter can be submitted through the school office).