

# **Merckenfeld Primary School**



**Local Offer of SEN**

**September 2016**

# Local Offer of SEN

## Mercenfeld Primary School

Name of School: Mercenfeld Primary School  
Address: Oakfield Avenue, Markfield, Leicestershire, LE67 9WG  
Telephone: 01530 9WG  
Email: [admin@mercenfeld.com](mailto:admin@mercenfeld.com)  
Headteacher: Mrs J Shephard

Age Range:  
Foundation Stage to Year 6 (4 – 11 years)

Last Inspection:  
March 2015

Outcome of Inspection:  
Good

Number of pupils with Special Educational Needs:  
37 as at September 2016

**Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND**

Mercenfeld Primary School is a mainstream school with a commitment to inclusive practice. We endeavour to secure special educational provision for pupils who require support that is 'additional to and different from' that which is provided for through a differentiated, inclusive curriculum and quality first teaching and aims to better respond to the four identified areas of need as stated in the Code of Practice Sept 2014.

Our monitoring cycle and targeted tracking of all our pupil enables us to identify a pupil's specific needs that we endeavour to support through tailored and differentiated interventions in the following areas;

### **Communication and Interaction**

1:1 speech therapy supporting SALT programs

Speech and language groups to support both expressive and receptive language

Attention and memory intervention

1:1 mentoring opportunities to support specific needs

Makaton

Earrobics

The Listening Program

### **Cognition and Learning**

The Listening Program - an auditory stimulation program

1:1 and small group work to support specific concepts in maths, reading, spelling etc.

to support pupils with a dyslexic, dyspraxic or dyscalculic profile

Toe by Toe

Word Wasp

Phonological training

Touch Typing groups

Fine and gross motor skill groups

Primary Movement

EASIE movement program

Processing and organisational strategies

### **Social, Emotional and Mental Health**

Self esteem boosting groups

Behavioural support plans

Therapy groups

Mentoring

Social and communication groups

The Listening Program to address anxiety and emotional needs

Sensory and Physical needs

Movement groups

Small group work to support occupational therapy programs

Providing ergonomically adapted equipment eg cutlery, pencils, pens, writing boards, movement cushions, chairs,

Attention to specific medical conditions

Visual impairment support

Hearing impairment support

We value the professional input from outside agencies and work closely with them. We are currently providing support for pupils with needs including; speech, language and communication difficulties, pupils on the Autistic Spectrum, Down Syndrome, Dyslexia, Dyscalculia, Emotional and Social Needs, Sensory Impairments.

**What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?**

We have a rigorous monitoring cycle in school, to track the progress of all our pupils. Where there is evidence of a persistent or underlying difficulty the SENCO will become involved. The identification of pupils with a need is built into our overall monitoring cycle and builds in opportunities for teachers to meet with the SENCO termly to discuss initial concerns, which may be indicative of a special educational need. Assessment forms an essential part of this cycle and is ongoing and is essential in building a profile of the child's needs. The SENCO will carry out specific and targeted assessment of the child in order to achieve a clear picture of a pupil's strengths and weaknesses.

A pupil has a learning difficulty or disability if he or she;

Has a significantly greater difficulty in learning than the majority of other the same age,  
or

Has a disability that prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

We are aware that these needs can be identified at an early age for some children and for others, difficulties become evident only as they develop.

We value and take seriously the views of all our parents. Where a concern may be expressed by a parent about their child's learning and development we take action to investigate and address the issue.

The SENCO is qualified to carry out a number of standardised tests to inform a baseline from which targets can be set. It may be necessary to inform outside agencies from healthcare to complete the child's profile. These professionals may include;

Speech Language Therapist

Educational Psychologist

Community Paediatricians

Autism Outreach

Occupational therapy

Specialist Teaching Services

Private Services

### **How will you evaluate the effectiveness of your provisions for these pupils?**

If your child is identified as having a special educational need, we will endeavour to provide additional and appropriate support for them through tailored intervention programs. Support may be delivered individually, in a small group, and in or withdrawn from the class. Consideration is given to the timing and the amount of support the child receives. We provide support groups and programs which consider areas of learning delay but we also place great importance on supporting a child's social and emotional needs and their physical and developmental delay. If your child has an EHCP (Education Health Care Plan) or a Statement of Special Educational Needs, we will put provision in place as outlined in that plan. Class teachers, working with the SENCO and the SEN Teaching Assistant, plan the program of support and regularly review the impact and effectiveness of the intervention and track this through assessment. This process of assessing, planning, delivering support, and then reviewing progress is used for all pupils in school, not just those pupils identified as having a special educational need or disability. School Governors and Subject Leaders are also involved in this monitoring process.

The SENCO collates all the assessment, data and monitoring and from this creates a provision map which outlines the level of support required and which intervention programs will be supported in. These interventions are then timetabled by the SENCO

and the class teacher. The impact of these interventions is monitored throughout and measured at the end. This cycle of 'assess, plan, do and review' is essential to the effectiveness of our SEND provision.

We believe in an open door policy and encourage parents to approach us whenever they have a concern. Termly SEND target setting and review meetings are set with parents, pupils and class teacher. Pupils' current level of attainment and progress is reviewed and the next step targets are set.

At all times the Criteria for Placement as stated in the SEND code of practice takes is referred to.

The SENCO has an overview of the following assessment procedures;

Class summary sheet information

Pupil progress data

Pupil Individual Education Plans and review sheets

Whole school data/Year group data

Small step trackers

External agency reports

Attendance

Observations

Our SEND policy and procedures are overseen by a named SEN Governor and it is reviewed annually.

### **What arrangements do you have for assessing and reviewing the progress of these pupils?**

Teachers are both responsible and accountable for the progress and development of all pupils in their class. The SENCO tracks the progress of all the pupils on the SEN record through analysing and reviewing the following data;

Whole school data/Year group data

Class summary sheet information

Pupil progress data

Pupil Individual Education Plans and review sheets

Small step trackers

External agency reports

Standardised assessment

Observations

Feedback and views from parents, child and support staff

Attendance

Observations

Every child at Mercenfeld is tracked carefully not only in their attainment but also in their progress. We take great care to ensure that emotional, social and developmental needs are considered as a key measure and integral to the child's profile.

### **What is your approach to teaching these pupils?**

Class teachers are expected to adapt their teaching to meet a range of pupils' needs and we strongly believe that 'all teachers are teachers of children with special educational needs'. Quality first teaching is essential for all pupils to reach their desirable outcomes. Teachers make adaptations to the curriculum, differentiating learning outcomes and endeavour to personalise learning. Within the classroom it is expected that all pupils are given equal access to learning support assistance from the class teacher and the Learning Support Assistant. Pupils are given opportunities, through teachers planning to work as part of the class, in pairs, small groups and individually. At some time some pupils may need more focused intervention and maybe withdrawn from class to be included in a small support group or receive 1:1 intervention. We have a named team of experienced SEND Support Teaching Assistants who deliver programs of intervention and support, under the guidance of the SENCo and in collaboration with the class teacher.

There are structures and systems for identifying pupils who may need extra support to help close the gaps in their learning and development. Pupils are identified through our monitoring systems, our termly 'SEND Day' meetings, through our analysis of data, through our assessment systems or where a parent may have raised a concern. If a pupil is making significantly slower progress than his peers starting from the same baseline, fails to close the attainment gap between themselves and their peers or widens

the attainment gap despite quality first teaching and differentiation in class, the SENCO undertakes more focussed assessment. Sometimes it may be necessary and beneficial, to make a referral to other professionals to help complete the picture of a pupils needs. These professionals may include;

- Speech and language therapists
- Educational Psychologists
- Occupational therapists Community Paediatricians
- Autism Outreach Support Team
- Specialist Teaching Service
- Physiotherapists
- School Nurse
- Family support teams

### **How will you adapt the curriculum and learning environment for these pupils?**

Class teachers differentiate the learning to meet the needs of all pupils. Where pupils are identified as having SEND provision is offered in a number of ways

The range of provision could include;

- in class support for individuals - 1:1 or in small groups
- individual programs supported in class with the LSA
- small group withdrawal with SEN Teaching Assistant
- 1:1 withdrawal with SEND Teaching Assistant
- Differentiated resources and equipment
- Bespoke Individual programs designed for the child
- Structured behaviour reward and sanction systems

### **How will you provide additional support to aid the learning of these pupils?**

Once a child has been identified as having a Special Educational Need the child, the family and where necessary the class teacher will be supported by the SENCO and the SEND team of Learning Support assistants in closing that gap for the child. Additional support or a program of intervention may be delivered in class, in a small group or individually or in a small or individual group withdrawn from class and delivered by one of our SEN Teaching Assistants under the guidance of the SENCO and/or class teacher. All pupils on our SEND Register have small step targets set, in consultation with parents/ carers, class teacher, child and supporting staff. These are

reviewed at least termly and a plan of support is developed for the child. The plan includes details of

- Modification of resources to assist the child in their learning or use of additional specialist equipment to help them access the curriculum
- Strategies to aid and support any aspect of the child's learning and development
- Learning strengths are acknowledged and shared
- Any involvement from outside agencies and supporting reports
- Time allocated to provide support and details of the intervention
- Expected and desired outcomes for the child ,both long and short term
- Impact and results of intervention programs

Where a pupil has an Educational and Health Care Plan or Statement, provision and strategies as detailed in the plan will be adhered to.

### **What activities are available for these pupils, in addition to those available in accordance with the curriculum?**

At Mercenfeld we offer a wide range of extra- curricular activities which vary over the school year and which aim to offer new experiences and opportunities for our pupils.

All pupils including our SEND pupils are encouraged to participate in the extra- curricular clubs and to take part in the excursions and residential visits on offer. We foster an inclusive approach and endeavour to make all reasonable adjustments to ensure inclusiveness for all.

### **What support is available for improving the emotional and social development of these pupils?**

We provide small group support for our pupils to develop their social and communication skills, using and adapting a number of intervention programs and developing individual programs for pupils. Where and when needed we are able to provide a named adult or peer to support develop the emotional or social needs of individuals. We recognise that a child's social and emotional need maybe as a result of another co- existing difficulty and so value the movement groups, esteem and confidence boosting groups and speech and language programs we provide.

## **Special Educational Needs or Disabilities (SEND) contact details**

**Title:** SEN co-ordinator

**Name:** Mrs Jane Williams

**Telephone:** 01530 243151

**E-mail Address:** [jwilliams@mercenfeld.com](mailto:jwilliams@mercenfeld.com)

**Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning.**

At Mercenfeld we operate and encourage an 'open door' system. We welcome parents/ carers to come and share any concern they may have with us regarding their child's learning or any aspect of their development, socially, emotionally or physically. We encourage initial contact with the child's class teacher and where necessary they will then discuss those concerns with the SENCo. If a specific request has been made by a parent the SENCo will arrange to meet with the parent /career and/or take action. The child's views will be sought and as much other relevant information will be gathered, from observations, fine-tuned assessments, scrutiny of the child's work, and the pupil's progress and attainment to develop a profile of the child. Parents/ carers will then be invited to share and discuss this and next steps will be shared.

**What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?**

Performance management reviews and appraisals of all staff support the identification of training needs. We endeavour to meet staff training needs through our CPD program and do so through in- house training, courses offered outside of school and sharing updated research in areas of SEND and learning. Over time we have created an experienced team of SEND Support Assistants who work closely with and are guided by the SENCo in delivering intervention programs and in developing strategies for individual pupils. The SENCo is a Primary Movement and EASIE program practitioner and a Listening Program Provider (trademarked). The SENCo keeps up to date with latest research through SEN organistaions, PATOSS and SNIP, and attends regular SENCO NET meetings in the county.

The school works closely with external agencies such as

- Health Providers- GP's, Paediatricians, Speech and language Therapists
- Educational Psychologists
- Vision and Hearing Impairment services
- Occupational Therapy services
- Autism Outreach
- Private practitioners

### **How will equipment and facilities, to support these pupils, be secured**

We liaise and work closely with outside agencies and providers of specialist equipment for individuals. We are committed to ensuring that the curriculum can be accessed by all our pupils and so when required resources to enable this are purchased through our school budget.

### **What are the arrangements for consulting parents/carers of these pupils, and involving them in the education of their child?**

We feel that an open and honest approach with parents/carers and the development of positive relationships are paramount to the development and progress of the child. Once a special need has been identified for a pupil, parents are informed by the class teacher or SENCo, and a meeting may be arranged. We always endeavour to work closely and sensitively with both parent and pupil and 'all voices' and viewpoints are considered in building a profile and next steps for the child.

### **What are the arrangements for consulting young people with special educational needs about, and involving them in their education?**

Where appropriate, pupils are invited to attend the review meetings. We value the opinion and voice of the child and their views will always be recorded. Pupils are involved in creating and updating their own pupil profile page and are encouraged to share their strengths and difficulties through self-assessment systems.

### **What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school/college?**

Please see the School Complaints Policy.

**How does the governing body involve other bodies (including health and social service bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?**

The SEND governor and governors seek advice and support regarding SEND matters whenever appropriate to ensure the smooth running of the school for all pupils and staff and parents.

**Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)**

If you need support in finding a support service or organisation for your child please contact the school SENCO who will be more than happy to help you.

Parent Partnership Services – contact - parent-partnership-services @ leics.gov.uk

IPSEA (Independent Parental Special Educational Advice –www.ipsea.org.uk

**How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?**

- When a pupil with SEND is due to transfer from or to the next phase in their education, the SENCO will work closely with the SENCO of the transfer setting to ensure a smooth transition
- The SENCO meets with the SENCO receiving our year 6 pupils, in the summer term, to discuss individuals and their needs and then all SEND paper work is transferred at the end of the school year
- Pupils with SEND make additional visits to their new setting and meet the staff who may be supporting them
- Our EYFS staff make home visits to all our new EYFS pupils

**How do you contribute to the publication of the local authority's local offer?**

Mercenfeld Primary School has published our SEND information upon the school's website, [www.mercenfeld.leics.sch.uk](http://www.mercenfeld.leics.sch.uk)

We aim to help children, and young people and parents/carers to find information and support as smoothly as possible.

Information about the Local Education Authority's Local Offer can be found at

[www.leics.gov.uk/index/children-families/local-offer](http://www.leics.gov.uk/index/children-families/local-offer)

