

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

SEND Information Report



December 2020

Merton Local Offer can be located at:

<http://www.merton.gov.uk/learning/edinclusion/sendis/earlysupportservice.htm>

<p>1. How does All Saints' C of E Primary School know if children need extra help?</p>	<p>We have a flow chart published on our website that explains how we Identify and Support SEND at All Saints' Primary C of E Primary School.</p> <p>We identify children who need extra help through:</p> <ul style="list-style-type: none"> • Concerns raised by parents/carers, staff or the child. • Liaison with previous educational placements – nurseries, previous schools. • Liaison with outside agencies e.g. Health Visitors, Speech and Language Therapists. • Ongoing tracking of pupils' progress and achievement. • Knowing our pupils well and recognising changes in their behaviour or progress. • Teachers having hand over meetings at the end of the school year to ensure the next teacher has up to date information on the children's needs. <p>We have experienced staff, including a dedicated SENCo (Special Needs Coordinator) and a Nurture and Behaviour Leader. We also provide regular training opportunities for both teachers and support staff to update and extend their skills in the area of SEND and keep them updated on any changes in statutory requirements.</p>
<p>2. What should I do if I think my child may have SEND?</p>	<p>If you are concerned about your child's academic progress or well-being, please contact your child's class teacher. They will discuss your concerns and outline support which could be offered. If necessary they will arrange for you to meet with the SENCo or one of the Senior Leadership Team (SLT).</p> <p>We have a SEND page on our school website that explains who is responsible for supporting your child and how.</p> <p>If we have concerns about your child's academic progress or well-being we will contact you to discuss this at the earliest opportunity.</p>

3. How will I know how All Saints' School supports my child?

Our SEND Policy is also published on our website for further information.

- If a child is identified as having an area needing extra support, they will be placed on to a 'Cause for Concern' and targets will be put in place to help close the gap. You will be informed and given a copy of the targets.
- The class teacher will communicate to you how your child is being supported and explain how you can also help them make progress.
- If your child is identified as having special educational needs, an SEN Support Plan (SSP) will be put in place. This will state what targets have been set for your child and the type of support put in place to enable them to achieve them.
- The SSP will be written by your child's class teacher in consultation with both your child and yourself. The SSP will be reviewed with you at least three times a year.
- Interventions will be regularly reviewed to monitor the effectiveness of the support and to inform future planning.
- If we feel your child would benefit from involvement of an outside agency e.g. an Educational Psychologist or Speech and Language specialist, we will contact you to discuss this and request permission. Any reports or recommendations will be shared with you.
- Pupils' progress is monitored by the SENCo each term to check that children are on track to meet their SEN targets.
- Governors have a duty to ensure that the school is fulfilling its duties; governors are trained and receive updates in SEN provision throughout the year. The school has an allocated Governor responsible for SEND.
- The Head Teacher reports back to the governors twice a term and in the case of exceptional circumstances will update the governing body of any action the school may need to take.

If your child's needs are not able to be met by the school without additional funding we will work together with you to make a request for an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).

4. How will the curriculum be matched to my child needs?	<p>Our provision for pupils includes:</p> <ul style="list-style-type: none">• Quality first teaching adapted to the needs of individual pupils e.g. differentiation of tasks, focus groups, using visual and practical resources to support learning.• Small group interventions designed for pupils who need extra support to accelerate their learning.• Individual/group interventions for pupils with special educational needs (SEND).• Advice and support for staff, pupils and parents from the SENCo.• Advice and support from outside agencies such as the Merton Language and Learning Team, Merton Educational Psychology Service, Jigsaw4u, Speech and Language Therapist and Occupational Therapist,.• Support for pupils and families from Targeting Mental Health in Schools (TaMHS).• Advice and support from the School Nurse.
---	---

<p>5. How will the school know how well my child is doing?</p>	<p>Teachers track pupil progress and achievement on an ongoing basis.</p> <p>Senior Leadership carry out regular book scrutinies, learning walks and classroom drop-ins and give detailed feedback to the class teachers.</p> <p>Social and emotional well-being of pupils is tracked through:</p> <ul style="list-style-type: none"> • Observations by all staff members. • Regular circle time • Worry boxes in each classroom • Reviews of targeted interventions • Use of assessments where appropriate e.g. Boxhall Profile, Emotional Literacy Checklist. • Child Protection sheets being completed.
<p>6. How will I know how well my child is doing?</p>	<p>We hold parents evenings each term, this allows parents to discuss their child's progress and to find out how they can support their child's learning at home.</p> <p>If your child has an SEN Support Plan, this will be reviewed and new targets discussed with you at least three times a year.</p> <p>If your child has an Education, Health and Care Plan you will also be invited to an annual review meeting to discuss their progress and future support.</p> <p>Teachers can be contacted via their class emails and virtual meetings or telephone conversations can be arranged if needed. Appointments can be made via the school office to have a virtual meeting or telephone conversation with the class teacher, SENCo or Head Teacher.</p>

<p>7. How will you help me support my child's learning?</p>	<p>Parent workshops are held to inform parents of teaching methods used in school.</p> <p>When the class teacher meets with you to review your child's progress during SEN or parent meetings, they will discuss ways you can support your child at home.</p> <p>Each half term a newsletter is sent home, individual to your child's class. This provides you with more detailed information on what is being taught in the coming weeks.</p> <p>The SENCo is available to discuss any home support recommendations made by outside agencies e.g. Speech and Language and Occupational Therapy programmes, support programmes from the Merton Language and Learning Team.</p>
<p>8. What support will there be for my child's overall wellbeing?</p> <p>How will my child's personal or medical needs be met?</p>	<p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none"> • Weekly circle time. • A Sensory room. • Light touch support to support wellbeing. • SEAL intervention and social skills groups • Emotional literacy intervention (ELSA). • Key members of staff allocated as Learning mentors for pupils as needed. • We use questionnaires, pupil voice and 'worry boxes' to ensure that we act swiftly if any child is vulnerable or at risk • .TaMHS support for pupils and families. • Zero tolerance approach to bullying – a 'Friendship Week' held yearly, incorporating Anti-

	<p>bullying and staying safe online. Anti-bullying policy is in place and regularly reviewed.</p> <ul style="list-style-type: none"> • Local Education and Welfare Officer (EWO) assists in monitoring attendance and punctuality. • Staff briefing on specific health needs of children. • First aid trained staff including paediatric first aid, epi pen and epilepsy training. • Office staff (first aid trained) are in charge of administration of medicine. • An individual care plan is put in place for children with regular intimate care needs or medical conditions e.g. allergies and agreed with the parent and appropriate healthcare professional. Additional training is arranged for staff as needed.
<p>9. How will my child be able to contribute their views on how things are going?</p>	<p>We are a Rights Respecting School and have Ambassadors in each class who meet regularly to represent the views of their peers.</p> <p>Curriculum leaders hold pupil voice meetings to get pupils opinions on improvements to learning and teaching.</p> <p>During report writing, children evaluate their own learning and review their personal targets. Pupils with SEND also contribute to the short term targets set in the SSPs and give information on how they learn best.</p> <p>If your child has an Education, Health and Care Plan they will be invited to share their views at the annual review meeting. This may involve them attending part of the meeting or working with a member of staff to record their ideas prior to the meeting.</p>
<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p>We liaise with a number of outside agencies in order to support pupils' well-being and learning. These include:</p> <ul style="list-style-type: none"> • Educational Psychology Service (EP)

	<ul style="list-style-type: none"> • Merton Language, Behaviour and Learning Support Team (LBL) • Merton Early Years Inclusion Service • NHS Speech and Language • Merton Virtual Behaviour Service (VBS) • Targeting Mental Health in Schools (TaMHS) • Child and Adolescent Mental Health Service (CAMHS) • Jigsaw4u • Merton Autism Outreach Service (MAOS) • Occupational Therapy Service • School Nursing Team <p>A Primary Mental Health Worker is available at All Saints' for one day a week and offers a consultation service for parents who have concerns about their child's behaviour or well-being. She also supports specific children in school and their families. This support is offered as part of the Targeting Mental Health in Schools service (TaMHS).</p>
<p>11. What training have the staff supporting children with SEN had or are having?</p>	<p>Our SENCo is holds the National Award for SEN Coordination. She is also a qualified teacher with over 15 years' experience.</p> <p>Our Behaviour and Nurture Leader is part of the Senior Leadership Team and also holds the National Award for SEN Coordination.</p> <p>We have a Behaviour Teaching Assistant with over 20 years' experience who supports children across the whole school.</p> <p>Various members of staff are qualified as Emotional Literacy Support Assistants; they receive ongoing support from the Merton Educational Psychology Team.</p> <p>Some of our Learning and Teaching Assistants have also been trained as Learning Mentors.</p> <p>Staff supporting pupils with Autistic Spectrum Disorders (ASD) receive advice from MAOS as required. All support staff have regular training on working with children with ASD.</p>

	<p>Speech and Language and Occupational Therapists who work with pupils in school give the relevant training to Learning and Teaching Assistants for the follow-up support required.</p> <p>We regularly invest in training for teachers and support staff from a range of providers including the Merton Language, Behaviour and Learning Support Team, School Nurse, the Educational Psychology Team and the Merton Special Teaching Alliance.</p> <p>The SENCo works with and advises teachers and support staff to ensure pupils are supported appropriately.</p>
<p>12. How will my child be included in activities outside the classroom including school trips?</p>	<p>Activities and trips are available to all pupils.</p> <p>Teachers always make pre-trip visits and a risk assessment is completed for each activity taking place outside of school.</p> <p>Parents/carers are asked to complete permission slips with emergency contact details on them.</p> <p>Where there is a safety or access concern for a particular child, staff and parents/ carers are consulted to ensure the pupil's needs are met.</p> <p>Staff members ensure they have the correct first aid equipment and any other medical equipment they need including medication for individual children if required.</p> <p>For wheelchair users and any other children with a SEN requirement we provide the necessary support to ensure their inclusion.</p>
<p>13. How accessible is the school environment?</p>	<p>We value and respect diversity at All Saints' and do our very best to meet the needs of all our learners.</p> <p>We ensure we are aware of the languages spoken by our pupils and their families and, where needed, arrange for translators to attend meetings.</p> <p>Our school is split across two separate sites. Early Years and Years 1 - 3 are based at Hanover</p>

	<p>Road, whilst Years 4 - 6 are at Haydons Road. Facilities are shared between the two school sites and children are expected to be able to travel between them.</p> <p>Each building has wheelchair access and disabled toilets.</p>
<p>14. How will the school prepare and support my child when joining All Saints' C of E School, transferring to a new school or planning for the next stage of their education?</p>	<p>Visits to the school by the family prior to a child gaining admission will resume as soon as it is safe to do so, in accordance with our risk assessment for Covid-19. During this visit, the child will have the opportunity to meet with their new class teacher and visit their new class before beginning life at All Saints'.</p> <p>In the meantime, all families are invited to visit the school website, to get a good idea of what we have to offer.</p> <p>A full questionnaire is completed for all of our new starters in the Early Years – with home visits arranged to discuss first experiences with school, ahead of the start date.</p> <p>Records from previous settings are used to help ensure that transition activities meet the needs of the individual child.</p> <p><u>Children joining our school in Nursery and Reception:</u></p> <ul style="list-style-type: none"> • Where appropriate, Nursery, Reception staff and the SENCo will liaise with outside agencies already involved with your child e.g. Health Visitor, Speech and Language Therapist, Early Years Inclusion Team. • Where needed, transition arrangements will be arranged before your child begins at our school. <p><u>Children joining our school in other year groups:</u></p> <ul style="list-style-type: none"> • Your child's previous school will pass on all the records they hold for them, including end of year reports, assessment records and any involvement from outside agencies. • If your child has SEND the previous support plans and reports will also be forwarded.

	<ul style="list-style-type: none"> • If necessary our SENCo will contact your child's previous school to discuss the support they were receiving. • A buddy will be identified to help your child to settle in. • Children are assigned to one of our House Teams as they arrive. <p><u>When a child leaves our school before the end of Year 6:</u></p> <ul style="list-style-type: none"> • We ensure all relevant pupil information and reports are passed on to their new school. • Where appropriate we will contact the school to discuss the pupil's needs. <p><u>For Year 6 pupils moving on to secondary education:</u></p> <ul style="list-style-type: none"> • We attend the annual Merton Year 6/7 Inclusion Transfer Day. • We ensure receiving schools are aware of any pupils who need additional support. • We identify pupils who need additional support and provide a small group High school transition programme within school during the summer term of Year 6. • We ensure pupils attend the transition days organised by the secondary schools. • We pass on all relevant pupil information and reports.
<p>15. How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.</p> <p>Funds are used to also buy in services to support children with learning, language, physical and social, emotional and mental health needs.</p> <p>If a child has additional needs which cannot be met without additional funding, we will work with the parents to make an application for an Education, Health and Care Plan.</p>
<p>16. How is the decision made about what type and how much support my child will receive?</p>	<p>We will identify the most appropriate support to match your child's needs. This will be through consultation with staff and parents/carers, use of assessment data and advice from outside agencies if appropriate.</p>

How will I be involved?	Any support given will be monitored closely to assess its impact. Parents/ carers will be informed of progress during SEN review meetings.
17. How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> • Regular discussions/emails with the class teacher. • SEN/Parents meetings each term. • Discussions with the class teacher/SENCo and outside agencies where appropriate. <p>In addition, if your child has an Education, Health and Care plan you will have the opportunity to discuss your child's provision and support at an annual review meeting.</p>
18. How can I be involved in the school more generally?	<ul style="list-style-type: none"> • Keeping up to date on school events by reading the weekly newsletters. • Supporting learning by assisting with weekly homework. • Accessing parent workshops. • Attending parents meetings. • Sharing concerns. • Supporting school trips. • Becoming a member of the PTA. • Volunteering as a parent helper to support the school in any way you can e.g. with supporting learning, donating resources etc. • If your child has a SEN support plan you will have actions to work on at home to help support and achieve their short term targets.
19. Who can I contact for further information?	In the first instance parents/ carers are encouraged to talk to their child's class teacher.

	<p>If you wish to speak to a member of the Senior Leadership Team (SLT) or SENCo they can be contacted via the school office.</p>
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p>	<p>Please contact our office team to arrange an appointment to visit our school: Telephone 020 8540 3004 Email: office@allsaints.merton.sch.uk</p> <p>If you need advice on choosing a school for a child with SEN, the Merton SEND Information Advice and Support Service can offer independent support: Telephone: 0208 543 8854 Email: fran.turko@merton.gov.uk shazia.khan@merton.gov.uk</p>