

MERESIDE C of E PRIMARY ACADEMY

SEND POLICY AND INFORMATION REPORT

Academic Year 2026–2027

Updated from the 2025–2026 policy following a review of current England statutory guidance and Shropshire SEND information.

Policy owner	SENDCo – Beth Bryant
Head of School	Mrs Lindsey Hughes
Hub Lead	Mr Rod Dickson
SEND Governor	Mr David Castledine
Review	Summer term 2027, or earlier if legislation/guidance changes

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1. Introduction and status

Mereside C of E Primary Academy is a mainstream primary school. Our aim is to ensure that all pupils, regardless of their individual needs, make the best possible progress and participate fully in school life. We seek to meet the needs of pupils with special educational needs and/or disabilities (SEND) in a mainstream setting wherever appropriate and where this is compatible with the wishes of the child and parents/carers.

This document combines the school's SEND policy and SEND information report. It explains our approach to identification, assessment, provision, safeguarding, partnership working, accessibility, transition and review.

This version applies for the academic year 2026-2027 and should be read alongside the school's safeguarding and child protection policy, accessibility plan, equality policy, behaviour policy, attendance policy, inclusion policy and other relevant statutory policies.

The policy reflects the SEND Code of Practice: 0 to 25 years, the Children and Families Act 2014, the Equality Act 2010 and relevant current statutory guidance for England. The school will also have regard to Keeping Children Safe in Education 2026 from 1st September 2026 and Working Together to Safeguard Children 2026.

2. Key statutory and national guidance for 2026-2027

The school will have regard to, and where applicable comply with, the following current legislation and statutory guidance:

- Children and Families Act 2014, including duties relating to SEND and support for pupils with medical conditions.
- Special Educational Needs and Disability Regulations 2014, as amended, including the arrangements for SENCO qualification requirements.
- SEND Code of Practice: 0 to 25 years (current statutory guidance; updated GOV.UK page September 2024).
- Equality Act 2010 and the public sector equality duty, including the duty to make reasonable adjustments for disabled pupils and the requirement for an accessibility plan.
- Keeping Children Safe in Education 2026, in force from 1st September 2026.
- Working Together to Safeguard Children 2026.
- School attendance statutory guidance, including Working Together to Improve School Attendance.
- Supporting Pupils at School with Medical Conditions.
- School Admissions Code, including fair access arrangements relevant to children with SEND, disabilities and medical conditions.
- Current Shropshire Council SEND Local Offer and local safeguarding, education and social care arrangements.
- Any subsequent statutory amendments or guidance issued during the academic year.

The school will update this policy when a change in law or statutory guidance requires an amendment rather than waiting for the next annual review.

3. Aims

At Mereside C of E Primary Academy we strive to ensure that:

- We create an inclusive environment in which all children, including pupils with SEND, have high aspirations, learn, achieve and participate together.
- We provide high-quality, adaptive teaching and learning so that pupils with SEND can access the curriculum and develop independence.
- We identify needs early and respond through an evidence-informed graduated approach.
- We work in partnership with pupils and parents/carers and value their views, wishes and aspirations.
- We remove or reduce barriers to learning, participation, attendance and wellbeing.
- We safeguard pupils with SEND and recognise that disability, communication needs, dependence on adults, isolation and other factors can create additional safeguarding vulnerabilities.
- We promote equality, dignity, belonging and participation and make reasonable adjustments where required.
- We work effectively with health, social care, the local authority and other specialist services where this is required.

4. Objectives and inclusive practice

We will achieve these aims by ensuring that:

- Every teacher is a teacher of every child, including children with SEND.
- High-quality teaching is the first response to additional needs and is adapted to remove barriers.
- Needs are identified through assessment, observation, pupil and parent/carer information, transition information and professional advice where appropriate.
- The graduated approach of assess, plan, do and review is used for pupils receiving SEN Support.
- Provision is outcome-focused and reviewed regularly rather than relying solely on labels or diagnoses.
- Pupils and parents/carers are involved in decisions about provision and review.
- Staff receive appropriate training and advice to meet SEND and safeguarding needs.
- Reasonable adjustments are made in accordance with the Equality Act 2010.
- Attendance and behaviour strategies take account of disability and SEND-related barriers and are adapted where appropriate.
- Safeguarding concerns involving pupils with SEND are considered carefully and in liaison with the Designated Safeguarding Lead (DSL) and SENCO.

- The school works with external agencies and the local authority when needs cannot be met from ordinarily available provision.

5. Roles and responsibilities

Class teachers are responsible for the day-to-day education, inclusion, assessment and progress of pupils in their class, including pupils with SEND. They plan and deliver adaptive teaching, implement agreed provision, monitor progress and communicate with families.

SENDCo – Beth Bryant – coordinates SEND provision, advises staff, supports assessment and the graduated approach, liaises with external professionals, maintains SEND records, supports EHC needs assessment and annual review processes and works with leaders and governors to evaluate provision.

Head of School – Mrs Lindsey Hughes and Hub Lead Mr Rod Dickson – have responsibility for the day-to-day management of the school, including ensuring that SEND provision is appropriately resourced and implemented and that governors are informed about SEND.

SEND Governor – Mr David Castledine – provides strategic oversight of SEND provision, visits the school as appropriate, monitors the effectiveness of provision and reports to the governing body.

The Designated Safeguarding Lead and SENCO will work closely where a safeguarding concern relates to a pupil with SEND. KCSIE 2026 specifically recognises additional safeguarding barriers for children with SEND and requires close liaison in such cases.

Parents/carers are partners in planning and reviewing support. Pupils' views, wishes and feelings are sought and taken into account in an age- and developmentally-appropriate way.

6. Identification and assessment of SEND

The school uses a range of information to identify emerging or established needs, including:

- teacher assessment and classroom observation;
- whole-school assessment and pupil progress information;
- information from parents/carers and the pupil;
- transition and previous-school information;
- standardised assessments and screening where appropriate;
- attendance, behaviour and wellbeing information;
- specialist reports and advice;
- evidence of barriers to accessing learning, communication or participation.

The school distinguishes between identifying a special educational need and making a clinical diagnosis. School staff may identify patterns of need and seek specialist assessment where appropriate, but will not diagnose conditions outside their professional competence.

Identification is not dependent on a formal diagnosis. Conversely, a diagnosis does not automatically determine the type or amount of educational provision. Provision is based on the child's needs, barriers, outcomes and the evidence available.

7. SEN Support – Assess, Plan, Do, Review

Where a pupil is identified as requiring additional provision, the school uses the graduated approach:

ASSESS – gather and analyse information about the pupil's strengths, needs, barriers, progress, attendance, wellbeing and context, involving the pupil and parents/carers and relevant professionals.

PLAN – agree outcomes, adjustments, teaching strategies, interventions, responsibilities and review arrangements. Parents/carers and the pupil are involved wherever practicable.

DO – the class teacher remains responsible for the pupil's learning and works with support staff and specialists to implement the agreed provision.

REVIEW – evaluate the impact of provision against agreed outcomes, seek the views of the pupil and family, and decide what should happen next. Provision may be continued, adapted, reduced or increased.

Intervention will be reviewed regularly and should not continue simply because it has historically been provided. The school will consider whether provision is effective, proportionate and helping the pupil become increasingly independent.

8. Education, Health and Care (EHC) needs assessment and plans

Where a pupil may require provision beyond that ordinarily available to the school, the school and/or parent/carer may request an EHC needs assessment from the local authority in accordance with the statutory framework.

An EHC plan is not limited to pupils whose needs are 'severe, complex and lifelong'. The relevant question is whether the statutory criteria for an EHC needs assessment and, subsequently, an EHC plan are met.

Where a pupil has an EHC plan, the school will deliver the special educational provision specified in the plan and will work with the local authority, parents/carers, the pupil and relevant professionals to review progress and outcomes. Annual reviews will be conducted in accordance with statutory requirements.

The school will not treat an EHC plan as a substitute for high-quality teaching or for the school's duty to use its own resources to meet needs that can reasonably be met from ordinarily available provision.

9. Safeguarding pupils with SEND – 2026-2027

Safeguarding is everyone's responsibility. The school's safeguarding and child protection policy sets out the full safeguarding procedures; this SEND policy explains the additional considerations for pupils with SEND.

KCSIE 2026 recognises that children with SEND or certain health conditions may face additional safeguarding challenges. These may include communication barriers, difficulty understanding that behaviour is abusive, dependence on adults for care, intimate care needs, isolation, bullying or prejudice-based bullying, and adults or peers misinterpreting changes in behaviour, mood or injury as being caused by the child's disability.

Accordingly, the school will:

- avoid assumptions that behaviour, mood, communication or injury is simply attributable to SEND or a medical condition;
- provide accessible ways for pupils to communicate concerns and seek help;
- teach safeguarding in an age-, stage- and communication-appropriate way;
- consider extra pastoral support where needed;
- ensure staff understand the pupil's communication and accessibility needs;
- ensure safeguarding concerns are shared promptly with the DSL and, where relevant, the SENCO;
- follow local safeguarding thresholds and referral arrangements;
- consider online as well as offline risks;
- consider peer isolation, bullying, exploitation and abuse;
- ensure intimate care and personal care arrangements safeguard dignity and safety;
- record and share safeguarding information appropriately.

The school will follow KCSIE 2026, Working Together to Safeguard Children 2026 and the Shropshire safeguarding arrangements. The updated Working Together guidance strengthens expectations around inclusive and anti-discriminatory practice, child-centred assessment, multi-agency working, online harms and exploitation.

10. Mental health, wellbeing and young carers

Social, emotional and mental health needs are recognised within the SEND framework where they constitute a special educational need. The school will identify emerging wellbeing and mental health needs early and respond through pastoral support, SEND provision, safeguarding processes and referrals where appropriate.

KCSIE 2026 strengthens and updates guidance concerning children requiring mental health support and highlights the importance of recognising when mental health concerns may also be safeguarding concerns.

The school will also be alert to pupils who are young carers. Caring responsibilities can affect attendance, attainment, behaviour and wellbeing. Where appropriate, the school will identify needs, discuss support with the pupil and family, and work with relevant local services.

11. Provision for identified areas of need

The school provides support according to individual need.

COMMUNICATION AND INTERACTION

Identification may include teacher assessment, observation, parent/pupil information, standardised assessment and specialist advice. Provision may include visual timetables, predictable routines, simplified and chunked instructions, modelling, pre-teaching vocabulary, talk partners, practical learning, communication supports, small-group work, personalised programmes and speech and language advice.

AUTISM / AUTISTIC SPECTRUM

Provision may include clear routines and expectations, visual supports, preparation for change, reduced sensory distractions, checking understanding, simple language, pre-teaching, quiet workspaces, social communication work, structured support at unstructured times and specialist advice. Staff will consider anxiety, sensory needs and communication differences without assuming that behaviour is simply a feature of autism.

COGNITION AND LEARNING

Provision may include multi-sensory approaches, visual resources, sequencing, memory strategies, explicit vocabulary teaching, word banks, modelling, writing frames, adapted tasks, additional processing time, small-step teaching, targeted reading/phonics/spelling/mathematics support and carefully monitored interventions.

SPECIFIC LEARNING DIFFICULTIES

The school may identify characteristics associated with dyslexia, dyscalculia or other specific learning difficulties and will adapt teaching accordingly. Identification is not the same as diagnosis. Provision may include structured literacy/numeracy support, multi-sensory approaches, assistive technology, visual organisers, extra processing time and reasonable adjustments.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Provision may include consistent routines and expectations, positive behaviour support, nurture/pastoral support, small-group or individual interventions, quiet spaces, family support, emotional regulation strategies, mentoring and referral to specialist services where appropriate.

SENSORY AND PHYSICAL NEEDS

For hearing needs, provision may include positioning, clear speech, visual information, reduced background noise, specialist equipment and advice from sensory services. For visual needs, provision may include lighting and contrast adjustments, enlarged or adapted materials, accessible displays, appropriate seating and specialist advice. For physical needs, provision may include adapted equipment, assistive technology, seating or movement adjustments and advice from occupational therapy/physiotherapy.

All provision is individualised. Examples in this report are not a promise that every listed intervention will be available to every pupil; provision will be based on assessed need and available specialist advice.

12. External services and partnership working

Service names and commissioning arrangements can change, so the school will maintain a current internal directory and use the Shropshire SEND Local Offer as the public source of current local services.

The school may work with services including educational psychology, specialist teaching/advisory services, speech and language therapy, occupational therapy, physiotherapy, sensory inclusion services, mental health services, behaviour/inclusion services, school nursing, early help and social care.

The school will obtain consent where appropriate for specialist referrals, while recognising that safeguarding and other statutory duties may require information to be shared without consent. From September 2026, the new information-sharing duty under the Children's Wellbeing and Schools Act 2026 will apply in relevant safeguarding circumstances; staff will follow the final statutory guidance and local safeguarding procedures when issued.

13. Funding and resources

The school uses its delegated resources to provide support for pupils with SEND. Decisions about staffing, training, resources and interventions are based on identified need, expected outcomes, value and the school's overall resources.

Where a pupil's needs require provision beyond that which can reasonably be delivered from the school's ordinarily available resources, the school may seek additional advice, funding or statutory assessment through the local authority.

The school will not use funding arrangements as a reason to delay appropriate support. Equally, an EHC needs assessment or plan is not required before the school can provide SEN Support where a need has been identified.

14. Teaching, staff training and adaptive practice

Teachers plan for the full range of learners and adapt teaching so that pupils with SEND can access learning and participate meaningfully.

Adaptation may include chunking instructions, modelling, scaffolding, pre-teaching, visual supports, alternative recording methods, assistive technology, additional processing time, sensory adjustments, explicit teaching of vocabulary, structured routines and carefully planned adult support.

The SENDCo supports staff through advice, coaching, professional development and liaison with external specialists.

For 2026-2027, staff development will also take account of national SEND training and inclusion developments. The government has announced new SEND training resources for mainstream staff from September 2026; the school will use relevant evidence-informed materials where appropriate.

SENCO qualification: the mandatory qualification for SENCOs appointed from the relevant period is the leadership-level NPQ for SENCOs, replacing the NASENCO. The existing three-year period to complete the mandatory qualification remains. SENCOs who already hold the NASENCO do not need to repeat the qualification.

15. Pupil voice and parent/carers partnership

The school values the views, wishes and feelings of children and young people and their parents/carers.

Parents/carers can contact the class teacher, SENDCo or Head of School to discuss concerns. Meetings may be arranged to review progress, provision, attendance, wellbeing or transition.

Pupils will be involved in setting and reviewing outcomes in ways appropriate to their age, development and communication needs. Communication aids, visual supports, advocates or other adjustments will be used where needed.

For pupils receiving SEN Support, review arrangements will normally take place at least termly, with more frequent monitoring where appropriate. The exact format may vary according to the pupil's needs.

Parents/carers will be informed about relevant external professional advice and involved in decisions about provision, subject to safeguarding and confidentiality requirements.

16. Accessibility and equality

The school meets its duties under the Equality Act 2010 and will make reasonable adjustments for disabled pupils where required. The school maintains an accessibility plan covering access to the curriculum, physical access and access to information.

Accessibility arrangements may include adapted resources, physical adjustments, assistive technology, communication supports, changes to seating, accessible information, adjustments to trips and activities and individual arrangements for personal care or medical needs.

The school will not treat disability or SEND as a reason to exclude a pupil from enrichment, extra-curricular activity or wider school life. Where a barrier exists, the school will consider reasonable adjustments and appropriate risk management.

17. Attendance, behaviour and inclusion

The school recognises that SEND-related barriers can affect attendance, behaviour and engagement. Attendance and behaviour concerns will therefore be considered in context and the school will seek to identify and remove underlying barriers.

Reasonable adjustments or adaptations to attendance and behaviour approaches will be considered where appropriate for pupils with SEND or disabilities.

Where a pupil is repeatedly removed from class, placed on a part-time timetable, subject to suspension, or at risk of exclusion, leaders will consider whether unmet SEND, communication, sensory, mental health, safeguarding or other needs are contributing and will seek appropriate advice.

The school will follow statutory attendance and exclusion guidance and will ensure that safeguarding remains central to decisions about reduced timetables, alternative provision or reintegration.

18. Medical conditions and allergy safety

The school will maintain arrangements to support pupils with medical conditions in line with section 100 of the Children and Families Act 2014 and current DfE statutory guidance.

Individual Healthcare Plans will be developed where appropriate, in partnership with parents/carers and health professionals. Staff who provide medical support will receive appropriate training and information.

From September 2026, schools are also subject to new allergy safety duties introduced by the Children's Wellbeing and Schools Act 2026, including maintaining and annually reviewing an allergy safety policy, publicising it to the school community and publishing it on the school website. The school's allergy arrangements will be aligned with the statutory requirements and guidance in force.

19. Transition

The school recognises that transitions can be difficult for pupils with SEND. Transition arrangements will be personalised and may include additional visits, visual transition materials, social stories, staff-to-staff information sharing, pupil and parent meetings, and planned handover of support strategies.

For pupils joining the school, the school will seek relevant information from the previous setting and will identify safeguarding, SEND, medical, communication and accessibility needs before or as soon as practicable after admission.

For pupils moving between classes, staff will share relevant information and plan adjustments in advance.

For Year 6 pupils moving to secondary school, the SENDCo will liaise with the receiving school and arrange additional transition support where required.

20. Monitoring, evaluation and accountability

The effectiveness of SEND provision will be evaluated through:

- pupil progress and attainment;
- progress against individual outcomes and provision;
- the impact of interventions;
- attendance and participation;
- behaviour and wellbeing information;
- pupil voice;
- parent/carer feedback;
- external professional advice and its implementation;
- participation in wider school life;
- safeguarding and inclusion information;
- governor monitoring;
- review of reasonable adjustments and accessibility;
- quality assurance of the assess-plan-do-review process.

The school will use this evidence to improve provision, staff development and resource allocation

21. Complaints, disagreement resolution and independent advice

The school encourages concerns to be raised early with the class teacher or SENDCo. If concerns remain, parents/carers can use the school's complaints procedure.

Where disagreement concerns SEND provision, the school will seek to resolve matters constructively with the family. Shropshire SEND Information, Advice and Support Service (SENDIASS/IASS) provides impartial information, advice and support. Families may also have access to disagreement resolution, mediation and SEND Tribunal routes depending on the issue.

The school's complaints process does not remove or restrict statutory rights of appeal to the SEND Tribunal or other legal routes.

22. Current Shropshire information and signposting

The Shropshire SEND Local Offer is the main local source of information about education, health, social care, EHCPs, preparation for adulthood, parent/carer support, neurodiversity and other SEND services.

Shropshire SEND Local Offer:

<https://www.shropshire.gov.uk/the-send-local-offer/>

Current Local Offer contact information should be checked before publication and at least annually. The current council information gives the SEND Local Offer contact number as 0345 678 9063 and email as local.offer@shropshire.gov.uk.

Shropshire SEND Information, Advice and Support Service (IASS/SENDIASS):

Current published contact information should be checked before publication. The council's current page lists IASS at Citizens Advice Shropshire, telephone 01743 280019 and email IASS@cabshropshire.org.uk.

Shropshire EHCP Team:

Current published information is available through the Shropshire SEND Local Offer. The council's current page lists the SEN/EHCP team contact route and annual review information.

The school will use current local authority safeguarding referral routes and thresholds rather than reproducing potentially changing contact details in this policy.



How is additional support allocated to children?

The school budget includes money for supporting children with SEND.

- The Executive Principal and Head of School decide on how the budget is utilised for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. Additional top up funding is received for certain pupils with high needs e.g. EHCP
- The Executive Principal, Head of School, SENDCo and class teachers 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
- and then decide what resources/training and support is needed
- resources/training and support are reviewed regularly and changes made as required.

Support may be given in a variety of ways and is sometimes designed to encourage a child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.

What support is available for children with SEND?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class.
- that all teaching is based on building on what your child already knows, can do and can understand.
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENDCo or external specialists) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

This group, often called intervention groups by schools, may be:

- run in the classroom or outside.
- run by a teaching assistant who has had training to run these groups.

If your child has been identified by the class teacher as needing some extra support in school.

For your child this could mean:

- He/ She will receive intervention/support sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This intervention will be reviewed half termly.

SEN Support

Which means they have been identified by the class teacher/SENDCo as needing some extra support in school or extra specialist support in school from a professional outside the school. This may be from:

- Bought in services including the Learning Support Advisory Teacher, Behaviour Support Teacher, Specialist Teacher in Autistic Spectrum Disorder etc.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Speech and Language Therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology Service
- Mental Health Support Team (MHST)
- Shropshire Inclusion Team

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Learning Support Advisory Teacher, a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- 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 better targets which will include their specific expertise
 - a group run by school staff under the guidance of the outside professional e.g. a social skills group
 - group or individual work with outside professional
 - the school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP)). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- bought in services from the Learning Support Advisory Teacher, Behaviour Support Teacher, Specialist Teacher for Autistic Spectrum Disorder.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Speech and Language Therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the support at SEN Support.
- The EHC Plan will outline additional funding allocated to help your child meet the outcomes detailed in their EHCP the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Any additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong.



Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher via whole school assessment pupil, tracking information from transferred schools, parental information, standardised tests, in class assessments and observation. • Observation and assessment by the SENDCo and/or a teaching assistant with expertise in speech and language. If, after assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to a speech and language therapist. This may lead to	• Adapted curriculum, planning tasks, delivery and outcome • Simplified timetables • Visual timetables • Consistent routines and expectations • Teachers using attention and listening strategies • Modelling of correct use of language • Reinforcement of phonological knowledge in development of reading and spelling skills • Use of ICT • Use of talk partners during whole class and group learning sessions • Circle time	• Through good/outstanding teaching • Ensuring that the curriculum is adapted to meet all pupils needs • In class support with TA • Small group work • Personalised programmes • Reinforcement of instructions on a 1:1 basis • Pre teaching of new vocabulary and topic words • Use of simple language and breaking down instructions into smaller chunks • Speech and Language support from therapist/ TA in school • Mid-day and playtime supervisors support during unstructured times during the day.

assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This may be by the school or through a specialist such as the speech and language therapist. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the Annual Review.	• Regular show and tell sections where appropriate	• Support children to develop confidence in speaking in class
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2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher and support staff who keep careful track of the pupil, their understanding, interactions, behaviour and academic progress. • Observation and assessment by the SENDCo. If, after observation &/or assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to the specialist teacher for Autistic Spectrum. This may lead to assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher. • Ongoing concerns which are not being	• Consistent rules, routines and reasons • Visual timetables/aids • Preparation for planned changes in routine • Consistent expectations • Clear and simple instructions in small chunks • Pre teaching of vocabulary • Use of visual clues • Avoidance of metaphors and idioms • Checking understanding in 1:1 • Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate • Monitoring of anxiety levels and subtle intervention to calm	• Quiet work area with little sensory stimulation • Small group mentoring sessions with teaching assistant or Learning Mentor where social skills are developed. • 1:1 support on specific aspects of understanding, learning, language or behaviour • 1:1 social stories • Provide a quiet safe space • At unstructured times support staff and supervisors are made aware of the needs of specific children

addressed by the support and intervention in place, may be followed by further referral to Child & Adolescent Mental Health Services (BeeU) which may lead to a formal diagnosis. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		
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Cognition and Learning

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments and observations. • Assessment by and intervention by class teacher with guidance from SENCO. Progress is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to the Learning Support Advisory Teacher. This may lead to assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher.	• Multisensory equipment/activities given where appropriate to demonstrate concepts. • Given non verbal / verbal reasoning tasks • Sequencing activities • Memory training games • Teaching the meaning of subject specific vocabulary and having word banks. • Use of ICT and computer programs and games. • Visual time tables / resources around the class. • Differentiated homework given in form of phonics games, maths games. • Differentiated focus groups for spelling and phonological understanding using Letters and Sounds. • Checklists/ writing frames/ dictionaries/ modelling • Rigorous assessment for learning/ positive feedback, marking related to individual, class.	• Differentiated and small group support in reading, spelling and writing sessions. • Differentiated and small group support for maths. • Additional small group / 1:1 support for phonics, reading and spelling • Additional small group/1:1 support for reading and reading comprehension • Additional small group / 1:1 support for maths.

Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		
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2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
- Identification, but not diagnosis, is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments leading to referral for formal diagnosis - Assessment by and intervention by class teacher with guidance from the SENCO. Progress is reviewed regularly by class teacher and other staff supporting the child. - Progress is reviewed regularly by class teacher and other staff supporting the child. - If the child continues to be of concern, a referral may be made to the Learning Support Advisory Teacher or to the Educational Psychologist. This may lead to assessment, advice and intervention to be implemented in school. - Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher/Education Psychologist. - Pupils with an Education, Health and Care Plan will also have their	- Calm, structured orderly environment. - Multisensory activities. - ICT programs and games - Simple verbal/ written instructions - Given time to process understanding and respond - Given extra time to complete tasks and tests. - Given tasks in small steps/ small amount of work at a time. - Have graphic / visual organiser - Maintain positive and helpful attitude - Individual incentives to encourage positive reinforcement e.g. certificates, sticker charts - Pupils are encouraged to develop independence in the classroom by accessing resources around them e.g. word banks, number lines etc. - Pupils are encouraged to develop their own strategies to overcome difficulties - Opportunities to revisit concepts more frequently to ensure they are secure	- Small group or 1:1 multisensory intervention e.g. Toe By Toe - Coloured overlays, reading rulers - Memory activities - ICT - Small group work in class with teacher or TA. - Small group / 1:1 on understanding language of maths and concepts. - Online intervention: IDL

progress reviewed through the statutory Annual Review.		
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Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher through careful tracking of pupil behaviour and well-being, information from parents, information from previous school. • Assessment and intervention by class teacher with guidance from SENDCo • Observation and assessment by the SENDCo. If, after observation &/or assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the child. • If the child continues to be of concern, a referral may be made to the specialist Behaviour Support Teacher. This may lead to assessment, advice and intervention to be implemented in school. Individual personal targets are put in place, this is reviewed regularly / every term. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher. • Ongoing concerns which are not being addressed by the support and intervention in place, may be followed by further referral to Child & Adolescent Mental Health Services (BeeU), Shropshire Early Help or counselling	• Exciting and stimulating classroom and curriculum. • Whole school behaviour policy • Rewards/certificates/stickers/ celebrating work • Circle time • Consistent routines /boundaries and expectations of behaviour • Adult modelling of expectations and behaviours	• Small group / 1:1 work in class with Teacher/ TA. • Small group/1:1 Intervention and/or support with the Learning Mentor • Access to Learning Lounge; our nurture facility • Quiet space for time out and reflection • Home school links • Access to Family Support Worker • Access to specialist support/ agencies if needed such as specialist Behaviour Support Teacher. • Boxall Profiling • Unstructured times support staff and supervisors are made aware of the needs of specific children. • Personalised programme/targets that pupil and parents are aware of.

services. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		
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Sensory and/or Physical

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher through careful tracking of academic progress, social interaction and general behaviours, parental concerns, information from previous school. • Observation and assessment by the SENDCo. If, after observation &/or assessment, strategies are set in place these are reviewed regularly by class teacher and other staff supporting the child. • Parents can request assessment by visiting their GP or school may request they take their child for a hearing test. • If the child continues to be of concern, a referral may be made to an external agency such as the Sensory Inclusion Service. This may lead to assessment, advice and intervention to be implemented in school. • Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will	• Small group work with subtle adult support • Adult repeating instructions, other pupil ideas and comments in clear, audible voice • Minimum distance between teacher and child to facilitate lip reading • Create optimal hearing environment by using noise dampening materials. • Have clear visual aids. • Word banks and precise teaching of subject specific vocabulary. • Face child in every oral communication • Pupils are encouraged to ask for instructions etc. to be repeated if they have not heard or understood • Have specialised equipment for hearing impaired	• Good home school links. • 1:1 specialist teacher (Teacher of the Deaf) support on vocabulary and speech. • All staff made aware of difficulty in school during high noise level activities such as playtime, dinner times, PE to ensure safety of the child. • Classrooms given curtains/ thicker carpets instead of blinds and tile floors. • 1:1 support with specialist teacher when on school trips if required • Awareness of health and safety issues such as not hearing the fire alarm • Advice of Sensory Inclusion Service.

be by the school with/or through the specialist teacher. • Ongoing concerns which are not being addressed by the support and intervention in place, may be followed by further referral to health service specialists. • Pupils with Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		
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2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Identification is by the class teacher through careful tracking of academic progress, social interaction and general behaviours, parental concerns, information from previous school. • Observation and assessment by the SENDCo. If, after observation &/or assessment, strategies are set in place these are reviewed regularly by class teacher and other staff supporting the child. • Parents can visit the optician or school may request they take their child for an eye test. • If the child continues to be of concern, a referral may be made to an external agency such as the Sensory Inclusion Service. This may lead to assessment, advice and intervention to be implemented in school.	• Ensuring the environment is well lit, avoiding glare • Pupils will be encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the white board will be presented as clearly using large fonts. If this is not possible then pupils will be given a copy of the work on display. • If pupils have a significant visual impairment, then the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find.	• Providing documents which use a larger font, contrast, etc. • Using different coloured paper to print worksheets and tasks. • Using coloured overlays / reading rulers. • Backgrounds to white boards are muted • Advice of the Sensory Inclusion Service

• Pupil progress across the curriculum and through intervention is reviewed and shared every term with parents and pupils. This will be by the school with/or through the specialist teacher. • Ongoing concerns which are not being addressed by the support and intervention in place, may be followed by further referral to health service specialists. • Pupils with an Education, Health and Care Plan will also have their progress reviewed through the statutory Annual Review.		
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3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
• Parents are best placed to advise us about the specific physical needs of the child. We would therefore rely on good communication between home and school to ensure that concerns about the child are addressed promptly. • The class teacher and TA will keep careful track of the child and record any observations. • If the child continues to be a concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as an occupational therapy or physiotherapy team. • If appropriate, the Occupational or	• Pupils will be provided with resources such as pencil grips, laptops, so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. If this is not possible they will be given different resources such as larger balls and support from an adult.	• Pre-writing skills such as tweezers, using mazes. • Pencil grips / tri-grip pencils • Lap tops • Wobble cushions • Fidget toys • Interventions as suggested by the Occupational Therapy or Physiotherapy Team.

Physiotherapy Team will give an assessment and additional strategies will be implemented • Parents can also request an assessment with the Occupational Therapist/Physiotherapist by visiting their GP • If appropriate, a request for statutory assessment will be made and additional interventions and strategies are put into place to support the children. • The progress is shared every term with parents and pupils • If pupils have an EHCP then they have yearly Annual Reviews to review their progress.		
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What other personnel provide services to children with SEND in the school?

Directly funded by the school:

SEN Teaching Assistants

X1 Pastoral Lead

X2 Talk Boost Trained Teaching Assistants

Services bought by the school:

TMBSS Inclusion Support

Marches Outreach Learning Support Advisory Teacher

Educational Psychology Service

Provided and paid for by Shropshire Council but delivered inschool:

Tuition, Medical and Behaviour Support Service (TMBSS)

Specific Speech & Language Impaired Children's Team (SLICC)

Speech & Language

Trail Blazer (BeeU) Mental Health Practitioners



Provided and paid for by the Health Service (Shropshire NHS Trust) but delivered in school:

Sensory Service for children with visual or hearing needs

School Nurse

Occupational Therapy

Physiotherapy

Speech and Language Therapy

Voluntary Agencies

Lifelines

Enhance

Cruise

Red Cross Young Carers

How are the teachers and support staff helped to work with children with SEND and what training do they have?

- The SENDCo's role is to support the class teacher in planning for children with SEND.
- The school has a Development Plan which identifies training for all staff to improve the teaching and learning of children including those with SEND.
- Some professionals may provide some school based training for staff in relation to specific needs e.g. Speech and Language Therapist
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Sensory Inclusion Service
- Members of staff who attend additional training are expected to disseminate and share this with other staff in the school.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific and /or differentiated resources and strategies will be used to support your child individually and in groups.
- Classroom displays and location of resources, where appropriate, will support your child's independence in the classroom.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How does the school measure the progress of my child?

- Your child's progress is continually monitored by his/her class teacher through observation, discussion and assessment of differentiated class based activities.
- His/her progress is reviewed formally every half term.
- 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 are the results that are published nationally.
- The progress of pupils receiving additional intervention whether class based or in a withdrawal situation will be constantly monitored to ensure this continues to meet their needs. Adults working with the children with SEND will communicate regularly to ensure a consistent approach and to ensure that progress is being monitored and reviewed.
- Children at SEN Support will have individual targets included on a class provision map which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support and guidance is there for me as a parent/carers of a child with SEND?

In addition to our open door policy and termly parent's evenings:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you 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.
- If your child is at the SEN Support level of the SEN Code of Practice, three meetings per year (one each term) will be available for you to meet with the class teacher to review and set new targets. This may be at parents evening where you will have a longer than normal meeting time with the class teacher.
- 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.
- We have Learning Mentors/Family Support who are experienced in supporting and working with parent/carers.
- We are developing our SEND Parent/Carer Consultation Group so that we can work together in reviewing and developing practice and provision for pupils with SEND.

How is Mereside C.E. Primary Academy accessible for children with SEND?

- The school meets the requirements of the Disability Discrimination Act (2005)
- The school building is totally accessible to children with physical disability.
- The school meets the requirements of the Equalities Act (2010) through the Single Equalities Scheme.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Where specific equipment is recommended for individual or small groups of children, we purchase this or work with the local authority to ensure it is made available.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND; any individual arrangements are made to ensure all have equal access.

What support will my child receive when they are moving to another class OR leaving this school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and, in some cases, a planning meeting will take place with the new teacher. All PCPs will be shared with the new teacher
 - If your child would be helped by a book to support them understand moving on then it will be made for them
 - 'Move up' day during the summer term gives an opportunity for all children to get to know their new class/teacher
 - Further transition sessions/activities may be organised so that your child can get to know their new teacher before the next academic year.
- In Year 6:
 - Our SENDCo and the SENDCo of your chosen secondary school will liaise to discuss the specific needs of your child
 - Where appropriate, the SENDCo's of both schools will organise a meeting with the new school and the parents/carers to discuss the child's needs and any concerns
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How does the school evaluate how effective the provision for SEND is?

We will review and evaluate the effectiveness of SEND provision in a number of ways including:

- The number of pupils with SEND attaining specified levels in National Curriculum tests
- The progress made by pupils with SEND
- The progress of pupils through targeted support and intervention
- The implementation and impact of external agency advice for pupils with SEND
- The participation in all aspects of school life by pupils with SEND, including extra-curricular activities
- Pupils with SEND are confident, well-motivated and have a sense of self-worth
- Pupil views on support and intervention they receive
- Feedback from parents and through the SEND Parent Consultation Group.

Further Information

We hope this report provides you with the information you require. If you would like any further information, please do not hesitate to contact the school.

Telephone: 01743 356283

Website: www.mereside.org.uk

Email: SENDCO@mereside.shropshire.sch.uk

Further information can also be found at:

- SEN & Disability Code of Practice: 0-25 www.gov.uk
- Shropshire Council Local SEND offer <https://www.shropshire.gov.uk/the-send-local-offer/>
- Information Advice and Support Service www.parentpartnership-shropshireandtelford.org.uk
- Parent and Carer Council Shropshire www.paccshropshire.org.uk

- Council for Disabled Children

www.councilfordisabledchildren.org.uk

