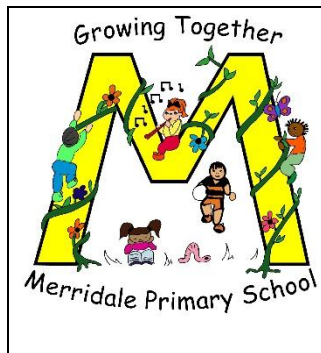




MERRIDALE PRIMARY SCHOOL SEND INFORMATION REPORT

September 2025

What can we at Merridale Primary School offer you and your child?

We ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is differentiated to meet the individual needs and abilities of our children. We are able to support children with difficulties with their communication and interaction, cognition and learning, social, emotional and mental health and sensory or physical needs. Please read below for more information about the 'offer' from our school and how we can best support your child. You can also read our SEND policy which can be found in the policy section of our school website.

The DfE have also produced a guide for parents regarding SEND; please click on the link below:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

What is the LA 'Local Offer'?

The Children and Families Bill states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Please click on the link below to view the LA Local Offer:

<https://www.localofferwolves.co.uk/>

Who would I speak to if I had questions about SEND?

The Class Teacher

Who will:

- Monitor the progress of your child and identify, plan and deliver any additional help your child may need, this could be targeted work or additional support.
- Consult with the Special Education Needs and Disabilities Co-ordinator (SENDCo) as necessary.
- Write SEND Individual Provision Plan (IPP) targets and share and review these with pupils and parents, termly.
- Adapt tasks appropriately or personalise the teaching and learning for your child and implement strategies recommend by external agencies.
- Ensure that the school's SEND Policy is followed within their classroom for all the pupils they teach with any additional needs.

The SENDCo (Mrs Tara)

Who will:

- Develop and review annually the school's SEND policy and SEND Information Report.
- Co-ordinate all of the support for children with SEND.
- Ensure that you and your child are:
 - i) involved in supporting your child's learning.
 - ii) kept informed about the support your child is getting.
 - iii) involved in reviewing their progress.
- Liaise with all other professionals who may come into school to help support your child's learning.
- Update the school's SEND register (a system for ensuring that all of the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date.
- Provide specialist support or training for teachers and support staff in the school, so that they can help children with SEND make the best progress possible.

Mrs Tara completed the National Award for Special Educational Needs Coordination programme in September 2014

The Headteacher (Mrs Towle)

Who will:

- Run the day-to-day management of all aspects of the school, including support for children with SEND.
- Ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Link Governor

Who will:

- Make sure that the necessary support is given for any child with SEND who attends the school.
- Liaise with school SENDCo, Headteacher and the Local Governing Board.

1) Assessment, Targets & Review

HOW DO WE IDENTIFY ANY SPECIAL EDUCATIONAL NEEDS and HOW DO WE COMMUNICATE WITH PARENTS AND CARERS TO INFORM THEM OF SPECIAL NEEDS?

- All children starting our school, in Nursery, will receive a home visit whereby information from parents can be shared regarding their child's needs and education. Children entering our Reception class from another Nursery setting will receive a visit to their current setting before starting Merridale. Practitioners will share any information that they have about their children, including any additional needs.
- All children are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose language is not English will have an EAL assessment.
- Children who join us from other schools are supported using information obtained from their previous school. We then use this information to ensure they are placed in appropriate groups or receive appropriate additional support.
- If assessments show that a child may have a learning difficulty or is not making expected progress in their learning, parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. We will share assessment data with parents/carers as well as any observations from school. We will listen to any concerns that you have. We will plan any additional support your child or family might need. We will discuss with you any referrals felt necessary and any advice given to support your child both at home and in school.
- If additional support is required, their child will be placed on the Special Educational Needs and Disability (SEND) register and extra provision is provided.
- If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or the school will endeavour to provide a translator.
- The school employs two Parent Ambassadors that support new families with the transition into their new school

HOW DO WE ASSESS SPECIAL NEEDS AND MEASURE THE PROGRESS MADE BY INDIVIDUAL PUPILS?

- We have a robust system in school to monitor, assess and review the progress of all of our children. The school follows the graduated response of assess-plan-do-review outlined in the SEND Code of Practice (2014). You and your child will be involved in both the setting and reviewing of their individualised targets (Individual Provision Plan – IPP) on (at least) a termly basis.
- Your child's progress will be monitored continually by their class teacher. The class teacher will also track the progress being made by those having specific interventions through discussions with the teaching assistants and specialist teachers providing the extra support to your child.
- All children with SEND have their targets assessed and reviewed on at least a termly basis. This process will then form the basis of future planning and target setting for your child. This information is also shared and discussed with the Senior Leadership Team in pupil progress meetings.
- At the end of key stage 2 (Year 6), all children are required to be formally assessed using statutory Standard Assessment Tests (SATS).
- Children with an EHCP are formally reviewed at an Annual Review with all of the adults involved with the child's education giving their input and feedback on the child's progress.
- The SENDCo tracks the progress of all children on the Special Educational Needs and Disabilities register in school and oversees the target setting and reviewing of targets on all Individual Provision Plans (IPPs).
- Regular work scrutinies and lesson observations are carried out by the SENDCo and other members of the Senior Leadership Team, to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- All pupils in the Foundation Stage are assessed against the "The Early Years Statutory Framework" for the Early Years Foundation stage criteria. This is carried out throughout the school day, in all areas of the curriculum, through co-play, observations, pupils' work and responses. Children are also screened for Speech and Language difficulties on entry to Nursery and, where applicable, on entry to Reception using the WellComm Screening and Intervention tool, children are also referred to SaLT if necessary.
- All pupils on our phonic programme, Read, Write Inc, are assessed every six weeks (or sooner if staff feel this is required). This information is used to identify any children making accelerated progress or any children who require further support or intervention. This information is shared with class teachers so that they can tailor their support to the needs of each child.
- In Year 1, a formal assessment of pupil's phonic ability (The Year 1 Phonic Check) is made and any pupils not achieving expected standard are re-tested in Year 2.
- From Years 1 to 6 all pupils are assessed in all curriculum subjects twice a year. We use a summative and formative assessments for different subjects following the expectations of the National Curriculum. If a pupil is not making expected progress, extra support will be provided through intervention sessions.

HOW ARE CHILDREN AND YOUNG PEOPLE'S EDUCATIONAL NEEDS MONITORED AND REVIEWED AND HOW OFTEN DOES THIS HAPPEN?

- Staff are familiar with the IPP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on several occasions, the target is reviewed in discussion between the school, home and child and a new target is set.
- IPP reviews are completed on a termly basis and are shared with parent/carers and pupils.
- Children's end of year reports contains a summary of their areas of needs and targets across the academic year.
- Children who have an Education Health and Care Plan also have an IPP and the consultation process is the same as children at SEN Support, however, these children will also have an annual review of their plan where their views and aspirations as well as the views and aspirations of their parents/carers are also recorded as part of the review, as set out in the SEND Code of Practice (2014).

HOW ARE CHILDREN'S NEEDS PROVIDED FOR? WHAT LEVEL OF SUPPORT IS PROVIDED?

- The school budget includes money for supporting pupils with SEND. Extra funding from the LA is received for any pupil with an EHCP. Some pupils receive a top up fund from the LA. The Headteacher, SLT and Governors look at the needs for our children and set a budget for staffing which allows enough support for our SEND pupils. The SENCO informs the Headteacher when resources are needed, and these are purchased through the school budget.
- High Quality Classroom Teaching.
Quality first teaching is our first step for all children but particularly important for those pupils who have SEND. Their work and support will be adapted for individual pupils according to their needs and starting points.
For your child this means:
 - That the teacher has the highest possible expectations for your child and all pupils in their class.
 - That all teaching is built upon what your child already knows, can do and can understand.
 - That all lessons are adapted and that work challenges all children at a level that is appropriate for them.
 - That different methods of teaching are in place, so that your child is fully involved in their learning.
 - That specific strategies are in place to support your child to learn.
 - Your child's teacher will carefully monitor their progress and will identify any gaps in their understanding or learning and decide on the extra support that is required to help your child make the best possible progress
- Specific Group Work or Interventions: Some children will receive specific additional provision, support or intervention. This might mean that they work in small groups or individually with adult support or that a teacher or member of support staff might deliver a specific, additional provision or intervention (for example for handwriting, phonics, after school booster sessions, WellComm assessment/intervention, sensory circuits or cool kids). Additional support might be provided by outside agencies such as a Specialist Teacher, Occupational Therapist or SaLT (Speech and Language Therapist).

- Pupils with additional needs are assessed to identify any access arrangements needed for assessments e.g. additional time, scribe, reader etc.
- Parents are informed of interventions their child are receiving through parent meetings and/or a letter outlining the support.
- Referrals to External Agencies What could happen?
 - You may be asked to give your permission for the school to refer your child to a specialist professional. This will help us all to understand your child's particular needs better and to be able to support these more effectively in school and at home.
 - The specialist professional will work with your child to assess their needs and will make recommendations as to the ways in which your child should be best supported.
- Specified Individual Support: This type of support is available for children whose learning needs are severe, complex and maybe lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through high quality class teaching and smaller intervention groups.

What Additional Provision could my child access?

Early Years and Key stage 1

Additional provision and support for communication, including attention and listening skills, reading, writing and number skills are provided. These include:

- Kinetic Letters handwriting sessions including support for gross and fine motor skills development
- Targeted Maths work
- Phonics interventions and targeted reading support
- Cool Kids and sensory circuits/sensory snack breaks
- WellComm
- Social Stories and 1:1 support for behaviour and SEMH

Key stage 2

- Kinetic Letters handwriting interventions

- Targeted Maths work
- Phonics interventions and targeted reading support
- Cool Kids and sensory circuits/sensory snack breaks
- Reading buddies
- Times table interventions
- Writing support
- Online learning additional support
- Social Stories and 1:1 or group support for behaviour and SEMH

HOW IS THE SCHOOL ACCESSIBLE FOR ALL PUPILS AND THEIR PARENTS/CARERS?

- Merridale Primary School is a single storey building. The Equality Act 2010 does not require schools to change their premises, however, it does require long term plans to be made for improving access to the premises and would expect reasonable adjustments to be made. Our school has made simple adjustments such as ramps and toilet access.
- The school has an accessible toilet and medical room.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- We believe that all children are entitled to participate in extra-curricular activities and will make reasonable adjustments to support those with SEND.
- Merridale Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a place is given for a pupil to attend the school, advice from Support Services and other relevant professionals will be sought where necessary, to enable an assessment of the individual's needs to be made. This will include access to the various areas of the school premises and the requirements of the National Curriculum. Parents and carers of pupils with disabilities will be consulted to identify and, wherever possible, to remove any obstacles to learning. Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.

HOW CAN PARENTS/CARERS BE INVOLVED AND HOW CAN YOU SUPPORT YOUR CHILD?

- All parents of pupils in our school are invited to attend a Parent/carer consultation session/meeting in the Autumn and Spring terms. A written report is sent home for all pupils in the summer term each year. These are designed to highlight and discuss the progress your child is making, the targets they are working on and how you may be able to help at home. If your child is on School Support or SEN support, they will be accessing additional provision, this will also be discussed with you. Parents can meet with class teachers or the SENDCO at other times throughout the term by requesting an appointment.
- Any reports received from professionals or outside agencies about your child will be shared with you and these will be used to inform next steps and targets.
- All children on the SEND register have agreed targets in the form of their IPP. These are shared with parents and carers each term and teachers will give parents and carers suggestions of extra activities they can do at home to support their children's learning and progress.
- Parents and carers of pupils with an EHCP will attend TAC and MAP meetings to identify support and progress towards individual targets. EHCPs will be reviewed at least annually in collaboration with parents and carers.
- Reading, books are sent home daily and parents/carers are encouraged to hear their children read and make comments about their child's reading and comprehension skills in line with our Reading Challenge
- For homework, parents are asked to support their child through reading, spellings and tables practice regularly at home. Other voluntary homework tasks are suggested in line with topic and additional tasks may be sent home through Curriculum or Discover topic Newsletters or set via Seesaw (for EYFS children). All children in Years 1-6 have access to Doodle and TTRockstars, our online learning platforms and parents and carers are encouraged to support their children's learning through these apps.

ARE THERE ANY TRAINING OPPORTUNITIES OR LEARNING SESSIONS PROVIDED BY SCHOOL FOR PARENTS/CARERS?

- Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home, including Phonics (Read Write Inc workshops), Reading and Numeracy workshops and also Early Years Workshops. The school also regularly holds additional workshops and information sessions e.g. Online Safety, Understanding Autism and Children's Mental Health and well-being. We also hold regular SEND School Nurse sessions where parents can access advice and support on topics such as toileting, sensory needs and sleep. Our school nurse also holds half termly drop-in sessions for all parents if they wish to seek medical advice.
- Our Parent Ambassadors hold coffee afternoon sessions to give parents and carers an opportunity to ask any questions about school in general as well as provision for pupils with additional needs.

HOW CAN PARENTS/CARERS RAISE ANY GENERAL CONCERNS THEY MAY HAVE?

- Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion can be made if needed. Mrs Towle, the Headteacher and Mrs Tara, the SENDCO always makes themselves available to parents/carers to discuss any issues or concerns – please contact the main school office to make an appointment if this is required.
- Parents/carers consultation evenings are held on a twice a year basis. Staff are always available at the end of the school day to discuss any parental concerns or share positive outcomes. At the end of the academic year, a formal written report is provided for each child and parents and carers are invited into school to discuss this if they wish.
- Informal meetings and coffee afternoons are provided for parents/carers of pupils with SEND to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.

WHAT ARE THE NAMES AND CONTACT DETAILS OF THE KEY CONTACTS IN SCHOOL?

All staff can be contacted on the school number:

01902 558760 or via the school email address: **office@merridaleprimary.co.uk**

Headteacher: Mrs L Towle

SENCO: Mrs N Tara

Family Support Worker: Mrs E Hughes

Educational Welfare Officer: (EWO) Mrs S Davis

Learning Mentor: Mrs B Corbett

PA to the Headteacher/School Administrator: Mrs J Hitch

2) Curriculum Access

WHERE CAN PARENTS/CARERS FIND DETAILS OF THE SCHOOL CURRICULUM?

For information regarding the curriculum please visit the school website: **www.merridaleprimary.co.uk**

HOW IS THE CURRICULUM ORGANISED AND TAUGHT?

Reading and phonics are taught from Nursery through to successful completion of the Phonic Scheme (Read, Write Inc).

English and Maths lessons are taught in all year groups.

All other areas of the curriculum are taught within the year group and differentiated appropriately. *Details of the curriculum can be found on the school website.*

WHO IS THE LINK GOVERNOR FOR SEND?

The link Governor for SEND is Mr M Rizwan who meets with the SENCO regularly throughout the school year. Reference to provision and achievement in SEND is made in the Headteacher's Termly Report to Governors.

WHO ARE THE PARENT GOVERNORS?

Parent/Carer Governors:

- * Mrs J Jassal-Sandhu
- * Miss J Martin
- * Mrs E Stan

WHO ARE THE GOVERNORS INVOLVED IN CURRICULUM PROVISION?

The Governors Curriculum Committee monitor and support curriculum development through a range of presentations and reports. The Curriculum Committee meets each term.

Members of the committee visit school as often as possible and report back to committee in person.

WHAT EXPERTISE HAVE THE SCHOOL STAFF GOT AND/OR WHAT TRAINING HAVE THEY DONE TO SUPPORT CHILDREN WITH SEND?

- SENCO keeps updated on a regular basis through local Network meetings, city-wide briefings and through training for specific areas of need. This information is then shared/delivered to all staff during Staff Meetings.
- All new members of staff receive in-house training with regards to SEND Policy and approaches/provision.

Some of the training our staff have received:

- Cool Kids

- Sensory Circuits
- Cool Kids
- Autism Awareness and Training (Level 2 – Understanding Autism)
- Outreach Service – Regular outreach work and advice from Wolverhampton Special Schools
- SCERTS
- Emotion Coaching
- Zones of regulation
- Restorative Practice
- Anxiety
- ACES
- Social Stories
- Phonics
- WellComm
- Epilepsy training
- Catheter training
- Moving and handling training
- Team Teach Positive Handling training
- EBSNA training
- The Engagement Model
- Specialist SEND TA training
- Journey of Change
- Play therapy
- Epi pen and anaphylaxis training
- Pathological Demand Avoidance (PDA)
- SMART target setting
- Dyslexia friendly classrooms and supporting learners with literacy difficulties
- Linking Behaviour and Communication
- Makaton
- ELSA – Emotional Literacy Support Assistant

Other professionals providing services to children with SEND in this school include:

- SaLT – Speech and Language Therapy
- Occupational Therapists (OT)
- Physiotherapists
- Educational Psychology Service
- Outreach
- Inclusion services

- School Nurse
- Education Welfare Officer
- Specialist Teacher
- Mentor services
- Reflexions (NHS)

WHAT TYPE OF SEND DOES THE SCHOOL MAKE PROVISION FOR?

- Provisions are made for any pupils regardless of their needs for them to access the full curriculum. These include mild/moderate learning difficulties medical conditions, hearing impairment, mild visual impairment, speech and language disorder, behaviour, dyslexia, dyspraxia, dyscalculia and autism and any physical disabilities

3) Grouping and Pastoral Care

WHAT IS THE SCHOOL'S PASTORAL SYSTEM?

- Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the Headteacher, SENCO, Learning Mentor, the Family Support Worker, and/or Parental Ambassadors who will then make appropriate referrals or organise appropriate support.

WHAT SOCIAL SUPPORT IS AVAILABLE AND HOW ARE GROUPS PLANNED?

- In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems, circle time. Peer supporter training is provided each year to Year 5 pupils to learn how to lead the Peer Supporter programme at break and lunchtimes. Pupils also take on roles such as School Council representatives, Young Interpreters, Reading Ambassadors, Digital Ambassadors and House Captains.
- The school provides mental health support from NHS Reflexions
- The school have 1:1, small group and sessions delivered by staff and external and internal mentors to support pupils with personal and social needs.
- School have support from local community police officers.
- The school engages the services of two lunchtime sports coaches to support children with structured physical play
- Pupils are identified for support by the teachers or other school staff. Parents and carers can request additional support for their children at school if necessary.

HOW CAN PARENTS/CARERS AND/OR CHILDREN RAISE ANY CONCERNS THEY HAVE ABOUT PROGRESS OR REQUEST ADDITIONAL SUPPORT?

Parents meetings with class teachers are held twice a year where parents and pupils meet with the class teacher to discuss progress and concerns. Staff are also available before school and after school every day to deal with queries from parents. Parents also receive an end of year school report that shares attainment and progress over the year. Parents can then raise any concerns over this by arranging a meeting with the class teacher. The SENDCO can also be reached by ringing school on 01902 558760 or emailing school at office@merridaleprimary.co.uk to discuss any concerns.

Parent/Carer surveys are sent out on an annual basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year where appropriate.

EYFS have systems in place to ensure that parent voice is contributing to their child's Learning Journey through proud clouds and Seesaw.

School council allows for pupil voice feedback about any concerns or successes alongside regular, informal pupil voice activities.

SENDCO also conducts pupil voice sessions with targeted groups focussing on key questions to inform the senior leadership of child perspective.

There are feelings charts in each classroom for pupils to raise concerns. Staff monitor these daily.

WHAT OPPORTUNITIES ARE THERE FOR PUPILS TO HAVE A VOICE?

- Each Key Stage 2 year group elect two members to represent them on the School Council. Meetings are held on a regular basis to discuss suggestions, concerns and successes that have been raised through the week. School Council members also liaise with children in Ket Stage 1 and EYFS to capture their views and voice.
- School council meet with the Headteacher to feedback ideas and concerns to ensure their voice is heard and responded to.
- Senior leaders regularly, informally, capture pupil views through pupil voice activities.
- All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support.

HOW DOES MERRIDALE SUPPORT REGULAR ATTENDANCE?

- First day contact is made by phone if a child is not in school.
- Pupils with under 90% attendance are identified and are invited to attend a meeting with the school's Education Welfare Officer. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.
- The Headteacher and School administrator liaise regularly with Educational Welfare Officer (EWO) to discuss and monitor all pupils under 90% attendance or persistent absence (PA)

- Classes with the best attendance for the week are rewarded with 5 minutes extra playtime. Weekly percentages are displayed and announced in awards assemblies to encourage pupils to attend.
- Certificates are given every term for attendance of 96% and above (bronze, silver and gold awards). Also, at the end of the year, a trophy is given to pupils who have maintained 100% attendance for the whole school year.
- The Family Support Worker engages and supports with families to support and provide solutions to issues impacting negatively on attendance. Families are offered Early Help (Early Support Plan) support where appropriate.

WHAT STRATEGIES SUPPORT GOOD BEHAVIOUR AND WHAT SUPPORT IS AVAILABLE FOR CHILDREN?

- A copy of the school's Behaviour Policy is available on the school website.
- In school support is provided through house points, raffle tickets, reward charts for behaviour and certificates of achievement across Early Years, KS1 and KS2.
- Additional support is provided for both individual pupils and parent/carers by the Family Support Worker and Learning Mentor.

WHAT ACCESS IS THERE TO OUT OF CLASSROOM ACTIVITIES?

- The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEND are made as required.
- Trips out or visitors into school are organised regularly (at least two per year) and link with the year group topics. All pupils are expected to attend, and additional support is organised if needed.
- A range of After School Clubs are on offer and pupils with SEND have full access to them.
- Residential visits are available for all pupils and are available to pupils with SEND where this is beneficial and where needs can be catered for appropriately.

HOW ARE PARENTS/CARERS INVOLVED IN PLANNING SCHOOL TRIPS ETC?

- Parents and carers views are always welcomed and will be shared with staff.
- Surveys are completed on an annual basis requesting parent/carer views on school
- Parent Governors represent the views of parents and carers on the governing body.
- Parent Ambassadors liaise with parents and carers and feed back their views to school leaders.

WHAT ARE THE TRANSITION ARRANGEMENTS AND SUPPORT?

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.

When your child moves class: All information will be passed on to the new class teacher in advance and a meeting will take place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary, or visual aids/social story may also be used.

If your child moves to another school: All information we hold on the child will be sent to the new school promptly. The SENCO may also telephone to discuss any special arrangements or resources that may be needed.

When your child transfers to secondary school:

- Transition meetings are held early in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision. SEND pupils will discuss the options of Secondary School at their Annual review which is held during the Summer term of Year 5 to name an appropriate Key Stage 3 setting.
- The Year 6 teacher discuss with staff from the feeder secondary schools to discuss the pupils and share information and an additional offer of support is recommended to be sought by the family through Wolverhampton Information Advice and Support Service (IASS).
- The SENCO discusses with the secondary schools' SENCOs particular needs of individuals with an EHCP, and any resources that they may need to get in advance. Pupils with SEND are usually invited to attend an additional transition afternoon, although each secondary school operates slightly differently.
- For pupils with SEND who we feel may need extra visits, we use the Family Support Worker and/or Learning Mentor to support these pupils. These pupils often make passports about themselves, or visual prompts to help them remember key places or people in the new school.
- For pupils with an EHCP, we invite the secondary school SENCO to attend the annual review held in the summer term, so arrangements for support staff and resources they may need can be completed.

WHAT MEDICAL AND PERSONAL CARE PROCEDURES ARE IN PLACE?

- Training is delivered with regards to asthma, epilepsy, diabetes, the use of epi-pens (anaphylaxis), catheterisation, moving and handling and any other medical needs related to the pupils in the school.
- Many of our staff have received Paediatric First Aid Training.
- The school based First Aiders at Work are clearly identifiable in school from posters with their photographs
- Pupil requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day (that cannot be administered at home).

- Pupils with long term medical needs are invited to meet with the SENCO to develop a Medical Conditions Care Plan. The details are listed on the school database and dedicated members of staff identified for support if necessary. Any medication given is recorded as part of a medical conditions care plan.
- The school has an Asthma Policy and procedures in place for the children to have their inhaler(s) administered and delivery of medication logged in the school-based record as well as an administration slip provided for the parent/carer.
- Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if required.

4) **Equipment & Resources**

WHAT SPECIALIST STAFF WORK WITHIN SCHOOL OR ARE AVAILABLE TO SUPPORT CHILDREN?

- The school employ teaching assistants to support pupils with SEND and those with a higher level of additional need where appropriate.
- Other specialist staff are organised through outside agencies, using Outreach Services. We also support the children through the Speech and Language Therapy service, Educational Psychologist, Specialist Teacher and Family Support Worker.

WHAT SERVICES DOES THE SCHOOL USE, INCLUDING OTHER EDUCATIONAL ESTABLISHMENTS AND SOCIAL CARE SERVICES?

School has links with all agencies supporting our pupils and works in partnership with them. These include:

Speech and Language Therapy Service

Special Needs Early Years' Service

Occupational Therapy

Wheelchair Services

Physiotherapy service

Hearing Impairment Team

Visual Impairment Team

Paediatricians at Gem Centre.

Specialist Nurses

Outreach support

CAMHS/Base 25/Inspire

Reflexions Mental Health support from NHS

Link Educational Psychologist: Sophie Nicholson

Specialist Teacher: Lesley Taylor

WHAT ARE THE SCHOOLS ACCESS ARRANGEMENTS

- The school building is all on one level. Access to the building is provided via ramps wherever possible.
- Accessible toilet facilities are available, including a medical bed
- The curriculum is differentiated to allow full access to all our pupils. A range of approaches are used to support access including visual resources and language prompt cards, interactive whiteboards with coloured pages etc, IPADS, laptops, specialist resources where needed.

HOW IS THE SCHOOL SEND BUDGET ALLOCATED?

The school budget includes money for supporting pupils with SEND. Extra funding from the LA is received for any pupil with an EHCP. Some pupils receive a top up fund from the LA. The Headteacher, SLT and Governors look at the needs for our children and set a budget for staffing which allows enough support for our SEND pupils. The SENCO informs the Headteacher when resources are needed, and these are purchased through the school budget.

SENCO

Teaching Assistants (1:1 support, small group work, in class support).

Nurture provision (The Hive) for a small group of identified pupils

Resources including ICT

Cool Kids sessions

Sensory Circuit sessions

Learning Mentor

Family Support Worker

Outside Agencies e.g. counsellors, mentors

ARE THERE ANY TRANSPORT ARRANGEMENTS FOR CHILDREN?

Travel arrangements for individual pupils with specific needs are arranged with the local authority when appropriate.

WHAT CAN I DO IF I AM UNHAPPY WITH THE SUPPORT GIVEN TO MY CHILD WITH SEND?

We do our best to ensure that all of our children have the opportunity to flourish and achieve to the very best of their ability. Unfortunately, there may be times when you feel that we have not been able to do that. If you feel that things are not going as well as you had expected, you can:

- Arrange to speak to your child's teacher, the SENDCo or Headteacher.
- Contact the Information, Advice and Support Service for support and advice.
- Write a letter explaining your concerns to the Chair of Governors:

Mr M Rizwan

Merridale Primary School

Aspen Way

Wolverhampton

WV3 0UP