

Mellor Primary School

School Information Report-

The Mellor Primary School Offer

Support for Learners with
Special Educational Needs



Definition of Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Supporting Learners with Special Educational Needs at Mellor Primary.

Mellor Primary is an Inclusive School, where we welcome all children.

To help give you an understanding of how we support our children and work in partnership with parents, please find below our responses to frequently asked questions. Should you have any further questions please do not hesitate to contact us.

How does the school know if children need extra help?

At Mellor Primary School, children are identified as having SEN through the following ways:

- Admissions information provided by parents and previous schools and settings.
- Concerns raised by parents/carers, teachers or the child.
- Ongoing marking and assessment by the class teacher identifying lack of progress or concern in certain areas of the curriculum.
- Observations by experienced staff in school identifying barriers to learning, including social/behavioural concerns such as changes to behaviour, speech and language concerns or difficulties with motor skills.
- Information provided by external agencies including health diagnosis through paediatrician and speech and language assessments.

What should I do if I think my child may have special educational needs?

Speak to the class teacher. They are available after school for informal conversations but can make a longer appointment with you at a time that is mutually convenient.

If you have further concerns, contact Ms Parkin, the Special Educational Needs Coordinator (SENCo). Appointments can be made through the office or telephone 0161 427 1052.

How will school staff support my child?

- At Mellor Primary School we have highly trained teachers who have classroom strategies to support children with different needs.
- Our aim is to support your child in becoming an independent learner. Each pupil's education programme is planned by the class teacher. It will be differentiated accordingly to suit the individual needs of the pupil. This may include additional general support by the teacher or teaching assistant.
- If a pupil has needs related to more specific areas of their education, then the pupil may be placed in a small intervention group. This will be led by the class teacher, an experienced teaching assistant, or a specialist teacher. The length of time of the interventions will vary according to the programme.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets the Headteacher, Deputy Headteacher or Assessment Coordinator to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency. A referral will be made with your permission, and forwarded to the appropriate agency.

How will the curriculum be matched to my child's needs?

The class teachers at Mellor Primary School will ensure that there is careful planning in place to enable all children to access the curriculum. Lessons are differentiated to ensure that each child is working at their own level and making progress from his or her starting point. Children are encouraged to be independent in their learning; there may be times when activities are supported by an adult (class teacher or assistant) and other times when the children work on their own. If appropriate specialist equipment may be provided to the pupil to aid their learning e.g. pencil grips, sloping boards, easy to use scissors, coloured overlays, visual timetables.

How will both you and I know how my child is doing?

It is part of an ongoing process for Mellor Primary School staff to monitor the progress of children regularly. We do this by working closely with the children on a day to -day basis; teachers are then able to plan next steps for the children. We also carry out short, informal assessments. We will then feedback to parents during review meetings, so that they are clear about progress being made. You will be able to formally discuss your child's progress and share their work at during these reviews and you will receive a detailed written report at the end of the academic year but you are welcome to make an appointment to speak to your child's class teacher or SENCo- Ms Parkin, whenever you have a concern.

How will you help me to support my child's learning?

Each term you will receive a newsletter from your child's teacher to inform you of the curriculum content for the term. This is intended to provide you with information about what your child will cover each term and how you can support your child at home. Your child's teacher may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve their emotional health and well-being. If outside agencies have been involved, suggestions or programmes may be provided that can be used at home.

What support will there be for my child's overall well-being?

We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions. This is described in the Behaviour Policy. This is understood by children and staff and followed consistently. If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined in a plan. This is reviewed on a regular basis with the class teacher, parents/carers and the pupil. Behaviour needs that are consistent or of a high level of concern are recorded and then referred directly to the Headteacher. Parents/carers are contacted so that school and home can work together to improve behaviour. Our exclusion rate is very low. It is reported to governors termly. Our administrative team monitor lateness and attendance. We buy in support from Primary Jigsaw on a weekly basis.

What training are the staff supporting children with SEND had or are having?

Staff are experienced in supporting children and young people with a variety of needs. Annual training is held for all staff on Asthma. Many staff have received anaphylaxis training, many members of staff are also trained in the use of Makaton. Several members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties. Some support staff have received additional training on ways to support children with speech and language difficulties, specific learning difficulties and Downs Syndrome. All staff have had training on TEAM Teach. There is additional training planned for staff on Autism.

How accessible is the school?

Our school environment is a single storey building which is fully accessible.

There is an adapted bathroom to meet the needs of those with physical difficulties.

Resources are provided as required, supported by OT e.g. adapted chairs. We ensure that equipment used is accessible to all children regardless of their needs. Extra-curricular activities, out of schools and residential visits are accessible for children with SEND.

How will my child be included in activities outside the classroom including school trips?

We believe that all children should be included in every part of the school curriculum.

We aim for all children to be included on school trips and visits (including swimming and residential) and will endeavour to provide the necessary support, making reasonable adjustments.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one-to-one support to enable a child to take part in a trip.

In the very unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas. If this is the case for your child, then this will be discussed with you well in advance

Parental support and additional support will be sought as necessary in order to ensure the safety and wellbeing of all pupils during activities outside the classroom.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Many strategies are in place to enable a pupil's transition to be as smooth as possible.

We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment.

If necessary and appropriate, we can arrange additional visits for children with specific transition needs. We are happy for parents/carers to request these.

We are happy to meet parents for further discussion on specific needs prior to their child starting school. All pupils in school have transition sessions with their future class teacher during the summer term.

For transition to high school, we liaise with the schools involved and arrange visits. Some children benefit from extra visits and we arrange Transition Meetings if necessary, for children with a higher level of need.

We have handover meetings with SEN staff from the receiving school, to ensure that we share our in-depth knowledge of each child with SEN.

All relevant paper work is transferred via a safe system. In some instances resources are produced such as social stories and photo books to aid pupil's transition.

How is the decision made about what type and how much support my child will receive?

The class teacher and SENCO discuss the child's needs and the support that would best enable them to learn.

Different children require different levels of support and these can be quite specific to individuals. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

We take account of the ongoing dialogue that we encourage staff to have with parents/carers. During their time at Mellor Primary School, if further concerns are identified due to the pupil's lack of progress or well-being. Then other interventions which have the greatest impact will be arranged.

Are there a range of services with which the school can liaise?

At Mellor Primary School we work in partnership with many other agencies which offer support and advice. These include:

Speech and Language Therapy (SaLT)

Occupational Therapy (OT)

Primary Jigsaw

Behaviour Support Service (BSS)

Educational Psychology (EP)

Inclusion Team

Physiotherapists

ASD Partnership

School Nurse

Sensory Support

More information on these services is available.

Who can I contact for further information?

A parent's first point of contact should be the child's class teacher.

Our Special Educational Needs Coordinator (SENCo) is Ms Gemma Parkin; she co-ordinates SEN provision for the children in our school and can be contacted via school.

We are fortunate to have the support of Governors who are active in the life of the school and who have a keen interest in the development of pupils with SEN. Our SEN Governor is Mrs Lynda Gwyther.

Information on other services is available via the local authority's local offer- a link is available on the school website.