



Mendell Primary School

Aspire Challenge Achieve

SEND INFORMATION REPORT

(Last reviewed November 2023)



At different times in their life, a child or young person may have a special educational need. The code of practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her.”

At Mendell Primary School we value all members of our school community. We welcome your comments, so please do contact us. If you are concerned about your child, the first person to contact is your child's class teacher but should you wish to discuss SEND concerns further please feel free to also contact:

Head teacher - Mrs Catherine O'Neill-Edwards

Special Educational Needs Coordinator (SENDCO) - Miss Hannah Jones

SEND Governors – contact Reverend Jenny Gillies

The Local Offer website provides information for children and young people with Special Educational Needs or Disabilities (SEND) and their parents or carers, in a single place. It includes information from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

[Click here to see the local offer from Wirral LA.](#)

Our School's specific provision can be found below.

<p>1.What kind of Special Educational Need Provision is available at Mendell School?</p>	<p>At Mendell Primary School we strive to support all children to ensure that they reach their full potential and are successful in all areas of school life. Children experiencing learning difficulties or displaying other special needs are supported in a variety of ways to ensure that this is the case. The range of Special Educational Needs provision available at the school includes:</p> <ul style="list-style-type: none">○ Offering additional support where necessary to any child experiencing communication and interaction difficulties○ Offering additional support academically for any child who is falling behind in reading, writing or maths○ Offering additional support where necessary to any child social, emotional and/or mental health difficulties○ Making appropriate adjustments to the learning environment and levels of support in order to cater for children who have physical or sensory needs
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2. Identifying Children with Special Educational Needs

How do we identify and assess the needs of children with SEN?

Early intervention is most effective. We have many strategies to help us identify if a child has Special Educational Needs or requires additional support. These include:

- Information from a child's pre-school or previous school
- Talking to parents/carers
- Information from other services who have worked with a child, for example a speech and language therapist
- Assessing all pupils on a regular basis to identify levels of attainment against National Curriculum expectations.
- Tracking the rates of attainment and progress of all pupils
- Carrying out pupil progress meetings each term to identify any child with low levels of attainment
- Reports from external agencies such as Senaat, Educational Psychology, pediatricians

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3. Access to the School Curriculum and Additional Activities

How do we approach teaching children with SEN?

We have high expectations of all children and use our best endeavors to make sure that a child with SEN receives the appropriate support required. We do all we can to meet the needs of specific individuals. Our approach to teaching children with SEN includes:

- All children receive high quality first teaching
- Lessons include appropriate adjustments to ensure all children are able to access learning. Adaptations and adjustments may be in the level of support, resources or a difference to the actual activity.
- Where appropriate, children have access to apparatus, models, visual representations and carefully scaffolded tasks within lessons.
- Children may be grouped with children of similar ability or matched with supporting peers in order to meet their needs more effectively.
- Teaching assistants support individual or small groups of children within lessons or intervention groups.

What adaptations do we make to our curriculum and learning environment to support children with SEN?

We make adaptations to accommodate the needs of children with SEN.

These include:

- Ensuring classrooms contain visual displays and working walls to support all children in their learning. Displays are backed in neutral colours to reduce over stimulation.
- Ensuring rooms are available and set up to accommodate small intervention groups or booster sessions
- The school is on one level and there are accessible entrances and exits for each classroom from inside and outside of the building
- Nurture room and sensory space available with a variety of sensory equipment
- Allocating teaching assistants to individuals and groups of children to support them within lessons.
- Teach booster groups or interventions in English and Maths
- Offering 1-1 intervention programmes where appropriate
- Additional resources are available to support the First Quality Teaching to support children with SEND eg visuals, writing slopes, sensory materials
- Personalised timetables for high needs children.

To what extent are children with SEN able to engage with other children and available activities?

Mendell Primary is an inclusive school that welcomes and celebrates diversity. The school delivers the National Curriculum by teaching foundation subjects discretely to ensure clear progression. Children are given relevant and hands-on experiences. These are adapted to be both accessible and challenging to children. Inclusion is nurtured through the development of a strong socially cohesive community, through the use of supportive and co-operative groupings and learning structures. All staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children.

Examples of interventions, equipment, resources that schools may allocate to match children's special educational needs.

In addition to Quality First teaching children may be offered, for example:

- Bespoke, reactive “boosts” to their learning
- Pre-Teaching to enable access to future class learning
- Precision teaching
- Fine motor skill intervention
- Personal Best programme
- Sensory circuits
- Social skills training and support - Time to Talk, Nurture Group and CARITAS interventions (parents and pupils)
- MHST 1:1 intervention
- Visual timetables, timers, prompt cards
- Speech and language interventions guided by our own Speech and Language therapist and trained teaching assistant
- Additional adult support for individuals or small groups
- Vocabulary development – Concept Cat (EYFS)
- Little Wandle phonics daily keep-up sessions

4. Reviewing and Assessing Progress

How do we assess and review the progress of children with SEN towards outcomes and targets?

Teachers are responsible and accountable for the progress and development of all the pupils in their class and they will use on-going formative and summative assessments throughout the year to review the rates of progress children make. When considering the rate of progress of SEN children, the class teacher will work closely with SEN support staff and the school SENCO. Strategies used by the school include:

- On-going formative assessment to track the performance of pupils in class on a daily basis in order to monitor any progress made towards SEN and/or support plan targets.
- End of term summative assessments to establish levels of attainment and rates of progress made by the child. We use B squared assessment tracker which charts the progress of the National curriculum objectives through small steps of progress
- Termly reviews of support plans to ensure progress and evaluate support.
- Data from online interventions such as “Bug Club” or precision learning.
- “Tapestry” is used to record the progress and achievements of our Early Years Children. This is shared online with parents and parents are encouraged to contribute.
- SEND Pupil progress meetings with the class teachers, SENDCo and parents are held each term to review rates of progress and levels of attainment. Ways forward are planned.
- Senaat, the local authority special needs service teachers are invited to assess children with specific difficulties
- Referral to other external services are made for further advice eg pediatrician, Educational psychology, Speech and language

How do we evaluate the effectiveness of our SEN provision?

School leaders monitor and evaluate SEN provision rigorously each term.

The monitoring process includes:

- Measuring rates of progress and levels of attainment for SEN groups in each cohort on a termly basis.
- Measuring the impact of each intervention provided by the school in relation to the numbers of children who have made accelerated progress or increased their levels of attainment.
- Some children require multi-disciplinary meetings which enable us to review our provision and its effectiveness. Such meetings allow us to share information and develop effective provision.
- Governors for SEN meet with the senco regularly
- Learning walks performed by senco to ensure provision is in line with One Page Profiles

5. Consultation with Parents, Children and Other Organisations

How do we consult with parents of children with SEN and involve them in their child's education?

We believe parents have much to contribute when supporting children with SEN and will always ensure parents are fully informed whenever a decision is made regarding special educational provision for a child. We include parents in SEN consultation by:

- Liaising with parents during the process of identifying a special need and involving parents fully in the process once a special educational need has been identified.
- Identifying ways in which parents can reinforce or contribute to progress at home.
- Providing parents with opportunities to meet with the school SENCO at both parents evening and throughout the term
- Inviting parents to SEN coffee mornings to build positive relationships ○ Encouraging an active partnership through on-going dialogue with parents at all times.
- Termly parents evening with the class teacher but teachers are usually available after school.
- Individual provision maps are shared with parents
- Parents are invited to contribute to their child's one page profile
- Children with high levels of need, whether or not they have an EHCP may have regular multi-agency reviews

How do we consult with the children and involve them in their education?

Pupil voice is held in high regard at Mendell. We now have an "Attendance Army" which is a group of representatives from each class who regularly meet with the Attendance officer. Children with SEND have equal opportunity to become one of these representatives.

When considering special needs provision, we will:

- Take into account the views and wishes of the children.
- Encourage children to make judgements about their performance.
- Where appropriate children are invited to contribute to multi-disciplinary reviews.
- Children contribute to their one page profiles

To what extent do we liaise with other agencies and organisations to support SEN children?

In identifying and supporting children with special educational needs we use the assistance of a range of external agencies. Where children with SEN continue to make little or no progress, or their attainment remains substantially below that of their peers, external agency support will be used. These include:

- The Special Educational Needs Assessment Advice Team (SENAAT)
- Educational Psychologist
- 0-19 health team
- Community Paediatrician
- Speech and Language Therapist. We employ a part time speech and Language therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Caritas Learning mentor
- English as an Additional Language (MEAS)
- Vision Support
- Autistic Spectrum Condition (ASC) team
- Gilbrook Social and Emotional Outreach

6. Supporting Transition

How do we support children with SEN through the transition process when joining Mendell and from Primary school to Secondary school?

We prepare carefully for the transition process for pupils as they come to us from pre-school/another school and as they leave us for secondary education. In order to ensure pupils are fully supported, we:

- Ensure meetings take place between SENCOs or class teacher from all schools concerned to discuss the needs of the children.
- Consult with parents in regard to how we can best meet the needs of the child.
- Receive information from previous schools/settings to ensure levels of provision and support can be put in place as soon as pupils start at the school.
- Share all appropriate information with secondary schools prior to pupils attending.
- Make arrangements for children to visit their new school and accompany them if necessary.
- Children are given additional opportunities to visit.
- For children transferring to Mendell we can provide a booklet to prepare the child for their new environment. This is adapted to suit the needs of the individual.

<p>7. Supporting Social and Emotional Development</p>	<p>How do we support the emotional and social development of children with SEN?</p> <p>All school staff are responsible for the well-being of children and consistent systems are in place throughout the school to promote and sustain this. Jigsaw is a whole school PSHE programme that we follow. Social skills and emotional literacy are reinforced throughout the curriculum and for those children who find aspects of this difficult we can also offer 1-1 emotional support at difficult times and planned small group or individual sessions. We are an inclusive school that welcomes diversity. The school has access to a family support worker and a Mental Health Support Worker who work with children and families on an individual basis and small groups where required.</p> <p>The school has an anti-bullying policy and works with children to resolve their differences in line with the schools Behaviour Policy.</p>
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	<p>The school has a policy for the safe administration of medicines and providing personal care. The school has trained first aiders and training is updated in accordance with health and safety protocols.</p> <p>Exclusions are low, and where children are vulnerable, school works closely with families to put strategies in place to support the child, involving external agencies where appropriate.</p> <p>Where children have social/communication needs, we use a variety of intervention programmes to support their development. We are committed to supporting children who display a range of social and emotional difficulties, such as those who are withdrawn and isolated, or those who display challenging or disruptive behaviour. To do this, we provide access for parents to see their child's class teacher on a daily basis as an opportunity to bring to our attention any school-related issues which may be affecting the well-being of a child.</p> <p>Referrals for additional support are made to a variety of agencies. Gilbrook specialist SEMH school outreach teachers provide various therapeutic interventions. We have a designated nurture room with a range of sensory equipment and resources to help children self regulate.</p>
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<p>8. Staff Training and Areas of Expertise</p>	<p>What expertise do we have on our team and what training is put in place to support staff working with SEN children?</p> <p>We regularly review how expertise and resources used to address SEN can be used to build the quality of our provision. For example:</p> <ul style="list-style-type: none"> ○ Teachers and Teaching Assistants regularly receive CPD to ensure they continue to deliver high quality first teaching ○ All teachers meet regularly with the senco to develop strategies to support their pupils with SEND ○ Staff delivering intervention programmes receive full training in order to deliver the programmes effectively. This also includes training from speech and language or training from specialist SpLD teachers. ○ Miss Jones has completed the NASENCO ○ Further specific training is arranged for staff when necessary in order to support the children as effectively as we can.
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<p>9. Complaints</p>	<p>Concerns should be first raised with the Class Teacher. However the SENCo, Deputy Head Teacher and Head Teacher are also available. If not resolved parents/carers should seek an appointment with the named SEN Governor. Under the Special Educational Needs and Disability Code of Practice 2015 parents can request an Independent Disagreement Resolution. A copy of the complaints procedure is available on the school website.</p> <p>The school encourages an early dialogue with parents/carers and their views are valued.</p>
<p>10. An invite for feedback</p>	<p>This offer is intended to provide clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email: support@mendell.wirral.sch.uk</p>
<p>Review</p>	<p>This information has been reviewed by the school SENCO and is accurate in November 2023.</p>