



# **Mere Brow CE Primary School -SEN Report 2022/23**

## Contact details and information

SEN Coordinator: Mrs. Livesey (Head teacher) head@merebrow.lancs.sch.uk

SEN Governor: Mrs E Wilson contact via school office 01772 812689

## Special Educational Needs

Mere Brow is an inclusive school, which offers a broad, balanced and differentiated curriculum for all its pupils. Some children have a special educational need, which means special provision is made to accommodate their needs. This may be because of a learning difficulty, a health issue, a disability or emotional and behavioural difficulties. We currently have 28% of our school on extra support either within the classroom, in interventions or in our nurture group.

## At Mere Brow we:

- Use our best endeavours to make sure that a child with SEN gets the support they need. Ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO. Our SENCO is currently Mrs Livesey. Miss Rowe is deputy SEND CO and Pupil Premium champion.
- The member of our governing body with specific oversight of the school's arrangements for SEN and disability is currently Mrs. E Wilson.
- Inform parents when they are making special educational provision for a child.

There have recently been significant changes to the 2001 SEN code of practice.

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. This new approach joins up the system across education, health and care, from birth to 25. Our school, like all others is required to provide help at the earliest possible point, with children and young people with SEN and their parents fully involved in decisions about their support and what they want to achieve. It is anticipated that this will lead to better outcomes, and more efficient ways of working.

The government have listened to what parents say their experience of services is like and have put in place a number of things to bring about improvements. One of these is the Local Offer.

The local offer provides information on what services children, young people and their families can expect 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.

The local offer provides information on a number of things, including:

- special educational provision
- health provision
- social care provision
- other educational provision
- training provision
- travel arrangements for children and young people to schools, colleges and early years education; and preparing for adulthood, including housing, employment and leisure opportunities

Mere Brow's local offer is available on our website: [www.merebrow.lancs.sch.uk](http://www.merebrow.lancs.sch.uk)

### EHC Plans

For children with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will replace statements. We have worked alongside families of children to gain 2 EHC Plans this academic year despite COVID19.

### Actions taken as part of the school development plan, specific to SEN priorities:

Implementation of the Special Educational Needs Policy 22-23

Assess and improve best use of other Adults in lesson and intervention times.

Regular and focused intervention put into place in order to improve standards in maths and reading throughout the school; this also includes 1:1 teacher support;

Regular and focused intervention put into place in order to improve standards in reading in KS2; Additional TA/teaching hours put into place/timetables re-organised to ensure that all children with SEN are meeting their targets;

All teachers are tracking the progress of SEN children as a focus group, through the use of the School Tracker or PIVATS and have ½ termly pupil progress meetings;

Spelling age and reading age assessments half termly to assess progress of SEND & disadvantaged pupils.

Development of a Nurture group & Movement every morning for PPG, ASD, ADHD or emotional needs.

Work with Active Therapy for those children with EHCPs.

## SEND Training

|           |  |
|-----------|--|
| 2016/17   | <p>Magical spelling training for all staff.<br/>           No Nonsense spelling training for all staff booked<br/>           Oct 16 Nessy Dyslexia training and testing of those who display dyslexic traits.<br/>           PIVATS training undertaken by SENCo and cascaded to staff in training sessions;<br/>           Speaking and listening programmes have been put into place for EYFS/KS1 SEN pupils through Best Start funding and connections with Children’s Centres.<br/>           English co-ordinator has attended ‘Fast Track phonics’ training in order to accelerate the progress of pupils who are below targets.<br/>           IDL computer program introduced to improve spelling and reading Additional resources : ‘Numicon’ purchased to accelerate pupil progress in mathematics</p> |
| 2017/18   | <p>Autistic Spectrum training for all staff. Regular meetings with TA/ Welfare staff on interventions and children on the list, regarding progress and strategies.</p>   |
| 2018/2019 | <p>Development of a TARDiS SEND, Mental Health and Wellbeing group who meet termly to share resources, training and provide support within the cluster.<br/>           Attachment training for all staff<br/>           Pathological demand avoidance training for deputy SENCo and then for all staff<br/>           ACEs training for all staff<br/>           ADHD training for deputy SENCo</p>  |
| 2020      | <p>Staff accessed online training in lockdown on SEND and supporting in the classroom</p>  |
| 2021-2022 | <p>Trauma informed Schools – training for all teaching staff on INSET July 21 on ACEs and Trauma informed from LCC Psychologist materials<br/>           WISH Kingsbury Special School involvement booked for 2 classes to support behaviour.</p>  |
| 2022-2023 | <p>Head teacher attended the two day Mental Health lead course through Anna Freud. March 23<br/>           Sensory circuits, dyslexia , ASD ADHD, Attachment and trauma planned through TARDiS buy in with Acorn Psychology or Amira Helme</p>   |



Provision for SEN pupils (and their progress) was praised in OFSTED inspection (Jan 2018)

'A key strength of your school is its welcoming and inclusive ethos. Pupils enjoy coming to school, rarely miss a day and show exemplary behaviour. Parents hold the school in high regard. Every parent who expressed a view would recommend the school to others. Staff know pupils very well. They use this knowledge to provide effective support for pupils and their families. You have refined your system for checking on the progress pupils make. This allows staff to know what pupils are doing well and where they have gaps in their learning. Regular teaching sessions provide time for your teachers to address any misconceptions that pupils have. This enables pupils to make good progress from their starting points.'

And in OFSTED March 2023 'Leaders identify any pupils with SEND quickly and efficiently. They work well with other professionals so that these pupils get the timely help that they need. Leaders are supporting teachers to adapt the delivery of the curriculum so that these pupils can access learning alongside their peers. Leaders make sure that these pupils are included in all aspects of school life.'

Priorities in respect of provision for SEN/D pupils

Increase the progress made by our pupils on the SEN register, ensuring that most of our SEN pupils make good to outstanding progress each term through the provision of focused intervention and carefully planned support.

To complete the 'All about me' documentation alongside EHCP pupils and their families or those on Wave 3 of our SEN plan about to transfer to High School or another School.

Completed our school's Local Offer in line with the new requirements.

Work closely with the local authority to ensure that children who require a new 'Education, Health and Care Plan' are rigorously assessed in order to receive the appropriate support.

To further develop our links/ relationship with specialist teachers and ensure their strategies and advice continue to be implemented regularly as a part of our specialist provision.

Regular and focused intervention put into place to improve spelling, including extending our phonics lessons to accelerate the learning of children in KS2 who are still working within Phase 5 or 6.

Regular and focused intervention in place in order to improve standards in writing in KS1.

Regular and focused intervention in place to improve progress in reading in Key Stage 2.

Disability Access Mere Brow CE has had many developments over the years. It is a small school with four classes; intake number 12. It benefits from a small Nursery/Reception class with two full-time adults (teacher and teaching assistant). It has one entrance for wheelchair users leading to the front office and main entrance. All doorways and entrances to the school are on a single level and wide enough to accommodate a child's wheelchair if necessary to ensure full access for pupils and parents with disabilities. A before (from 8am) and after-school club (to 5.15pm) is available for all pupils. Parents pay for the sessions attended. The school offers a phased entry into school each morning. Doors are opened at 8.45am (school starting time being 8.55am). This avoids congestion in the morning.

Cars are parked directly on the road in front of the school except for the yellow lines. The school has one disabled toilet for wheelchair users and disabled people to use if required. The school's website is kept up-to-date with information in the Parents' section. Paper copies of the weekly newsletters are sent home to parents and uploaded onto the school website. Detailed termly class newsletters are sent home to parents and uploaded to the website. Where and when required, paper copies of all letters are sent home with pupils. All parents are invited to sign up to the free service 'Teachers 2 parents' in order e (curriculum policies are in the process of review due to the impending New National Curriculum).

Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom. The school has a range of ICT programmes for pupils with SEN in addition to Smart TVs installed in every classroom. There is a class set of laptops and Tablets which are used by all children. Classrooms are child friendly with resources labelled clearly. Visual timetables are used in all classrooms.

School has a School crossing patrol service to enable all to cross safely. We store medicines at the Office after Parents/ carers have completed an information sheet. Medicines such as insulin and inhalers accessible for the children in classrooms.