Learning, growing, achieving-TOGETHER

St Meryl School Special Educational Needs and Disability (SEND) INFORMATION REPORT

Welcome to our SEND Information Report. It has been developed by the Headteacher and the SENCo in compliance with Section 69 of the Children and Families Act (2014) and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations (2014) and referring to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015). If you have any questions or suggestions about the SEND Information Report, please contact our SENCo (Eloise Swain) on 0208 428 1695.

This policy should be read in conjunction with the following policies and documents: · Special Educational Needs and Disability Policy

- · Inclusion Policy
- · Accessibility Plan (in compliance with Paragraph 3 of Schedule 10 of the Equality Act (2010). The Accessibility Plan further outlines the arrangements for the admission of pupils with a disability as well as the steps we have taken to ensure all children are treated equally and the facilities we provide to help pupils with a disability to access the school
- · Equalities Plan
- · Child Protection Policy

Our School:

St Meryl School is a non-denominational, mainstream primary school and caters for children aged 4 to 11. The Published Admission Number (PAN) for St Meryl School is 30. Hertfordshire

County Council is the admitting authority for the school and determines the admission arrangements for entry.
The current level of special needs recorded at St Meryl School is 15% (including Nursery). Currently, 8% are at SEND Support stage, 3% currently have an EHCP and 5% are being monitored.
There is a large number of children throughout the school with a variety of additional needs representing the four broad areas of need (communication and interaction, cognition and learning, social, emotional, and health difficulties, sensory and/or physical needs).

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

'Our teachers are just magical people; they just know how to help us and they know everything. The adults ask us how we are getting on. They help us to spot any mistakes and then help us out.'
St Meryl Pupils

Our definition of SEND reflects that stated in the Code of Practice (2015) which is, 'a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them'. A child has a learning difficulty or disability if they have 'significantly greater difficulty in learning than the majority of other of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'.

We observe children closely and spend time talking with them to assess what they know, can do and understand. When appropriate, we ask children what they feel they might need to help them. If we have any concerns we speak with parents to discuss these and seek their views. Sometimes parents raise their concerns with us and, when this is the case, we listen to them and talk about it with them (CoP 6.20). We have excellent induction procedures in place for children starting with us in the Early Years and home visits are usually made by practitioners (CoP 6.16). It is often during these visits that parents talk to us about any concerns they might have.

Our SEND Policy outlines in more detail the graduated response we take to the identification and assessment of children falling behind age-related expectations. At all stages of this process we listen to and involve parents as the experts who know their children best. Parents are able to speak with class teachers, our SENCo and Headteacher about any concerns they may have. We listen to and acknowledge the views of the children too. We ask them about things they enjoy, things they are finding difficult and that they feel they need help with and we then act upon their responses (CoP 6.14).

If you have concerns or you feel your child may have SEND, in the first instance, please speak to your child's teacher with any SEND queries as all teachers have a responsibility.

Further to speaking with the class teacher, our SENCo (Eloise Swain) and Head/Deputy (Craig Davies/Joanne Nye) can be contacted on 0208 428 1695.

2. How will school staff support my child?

'The teachers do not tell you the answers; they give you hints and tips. My teacher encourages me to be independent. They give us help when thinking about an answer and they then push us on further.'
St Meryl Pupils

Class teachers are accountable and responsible for the progress and support given to children in their classes and employ strategies and support in line with high quality teaching as a starting point (CoP 6.17). If barriers still remain and high quality teaching is not appearing to work, the teacher will involve the parents and SENCo and look at the 'waves' of support as detailed below. This responsibility may start to be shared with different members of staff, including the SENCo and Learning Support Assistants (LSAs), as we move through the different 'waves' of support provided for children in line with a graduated response. This is described in more detail in our SEND Policy. The SENCo is the direct line manager for those LSAs who work closely with children with SEND on a daily basis. The Governing Body works closely with the Headteacher to monitor the provision made for children with SEND and to evaluate the impact of interventions put in place for these children. The Headteacher holds teachers to account for the progress of children in the school and the Governing Body holds the Headteacher to account.

Please see Sections 8 and 9 as well as our SEND Policy for details as to how parents and children are involved at each stage.

Our SENCo achieved the National Award for Special Educational Needs Coordination in 2015 (CoP 6.85) and is also currently on the Governing Body.

3. How will I know how my child is doing?

'We complete our fix-its and seeing pink highlighter on my work makes me feel happy. We know our targets and what we can do to achieve them. It feels good to achieve a target because you can achieve more stuff when you are older.'
St Meryl Pupils

All children at St Meryl receive high quality first teaching (CoP 6.12). We have high aspirations and set challenging targets for all pupils. We meet the needs of children who are falling behind through a carefully planned, scaffolded and personalised curriculum and we always look to see how we can adapt what we are doing in the classroom in order to meet individual needs before we seek additional interventions to take place outside

the

classroom. Further details about how the curriculum and environment can be and are adapted can be found in our Core Offer document which is available on our website.

Pupil progress reviews take place four times a year and it is at these reviews where any child not making sufficient progress or those falling behind their peers are identified (CoP 6.17), These children are then placed on a Provision Map which will specify the support that is going to be given to them (CoP 6.76). Parents are made aware of any additional support or interventions that we put in place both via informal conversations as well as through Parent-Teacher Consultations (PTCs). The effectiveness of the school's provision for children with SEND is evaluated, reported to Governors and monitored by Ofsted. Pupils are involved in reviews of their progress as much as possible and where appropriate (CoP 6.3).

If a child is placed on the Special Needs Register, a Personalised Learning Plan (PLP) may be written for them in consultation with parents, the class teacher and SENCo, as well as the child if appropriate. (CoP 6.19). This will outline specifically the adaptations that will be made to the curriculum and to classroom routines in order to enable the child to access learning and have their individual neds met. These plans are reviewed and adapted termly with input from pupils, parents, class teachers and the SENCo.

We may set up a link book for some children with SEND so that there is enhanced communication between home and school.

In addition to meeting with the class teacher at PTCs, we also ensure that the parents of children with SEND are able to make an appointment to meet with the SENCo (CoP 6.2). We do have an open-door policy at St Meryl and parents are welcome to speak to their child's class teacher either before or after school if there is time. If there isn't, an appointment will be made to enable parents to talk with teachers. These meetings are usually held in person but may be held over the telephone or virtually using Zoom (or Microsoft Teams or other form of video conferencing software) if an in-person meeting is not possible.

4. How will the learning and development provision be matched to my child's needs?

'We know what our targets are. Practise helps us get even better and to improve all the time. We really like it when we have time to talk through our targets. Having choice helps us to do our best, like in free writing.'
St Meryl Pupils

Every child is a unique and very much valued member of the St Meryl family and our approach to our pupils' education and welfare (whether they have SEND or not) reflects how special each individual is. Individual needs are met through careful adaptations and personalised targets with a focus on high quality, adaptive teaching as the first response. There are different levels of intervention depending on the individual needs of children and these are outlined in more detail in our SEND Policy and our Core Offer. We follow the

'Assess, Plan, Do, Review' model of intervention and support as laid out in Chapter 6 of the Code of Practice (2015). We talk with parents in agreeing provision to suit children's specific needs. We also speak with the children were appropriate. In some cases we may write a PLP for a child and the parents and child will contribute to this. These plans are reviewed termly and the impact of the interventions and support put in place are evaluated and adapted as necessary.

Additionally, we aim to adapt the curriculum and learning environment as much as we can to support individual learners as fully as we can. This is on a case by case basis as each child and their needs are individual. Adaptations to the curriculum can include a tailored curriculum at the level of the child. For instance if the child is in KS1 but their needs are at an EYFS level, we will endeavour to provide a curriculum based around EYFS principles. An adapted curriculum can also include the provision of additional sessions as suggested by external agencies such as the OT, SALT, etc. These can sometimes be 1:1 and can sometimes be as part of a small group or even within the classroom. Our aim is to be as inclusive as we can be. However, we also recognise that learners do need to work in a different environment at times in order to get the most out of the sessions.

Learning environments can also be adapted within reason. This has included creating as low an arousal room as possible, moving furniture and equipment around to support learning, careful and considered seating arrangements, adding dimming films onto windows to reduce glare, etc. Again, as with curriculum adaptations, environmental ones are done on a case by case basis.

We have a range of additional intervention and support packages that we are able to utilise in supporting children with SEND as well as adaptations to the curriculum and environment and these are detailed in our Core Offer and are available to view on our school website (CoP 6.19).
Progress is reviewed four times a year and provision evaluated, reviewed and adapted in the light of these (CoP 6.17)

5. What support will there be for my child's overall wellbeing?

'The teachers encourage us when we get things wrong. They believe in us. They are kind and supportive and they just…they just help us with everything. We love school because our teachers take an interest in us and they ask us how our day has been.' St Meryl Pupils

At St Meryl we employ a range of strategies for supporting children's overall wellbeing and social and emotional development and these are listed in our Core Offer on our website. We know how important it is to teach children to feel good about themselves and all staff are well trained in promoting and developing positive wellbeing as well as what to do if they have a concern. We may make referrals to specialist support services to support children's emotional and social development, including mental health and therapy services if children need it. We follow the Schools' Medical Conditions guidance and Code of Practice

Chapter 6 in supporting children with medical conditions. We have an anti-bullying policy and actively teach children how to say no and stand up to bullying through the planned curriculum and assemblies. Our Behaviour Policy is reviewed annually. Our approach is to manage behaviour positively using a relational and therapeutic approach and to teach children how to take responsibility for their own actions. Senior staff are trained in delivering protective behaviours work. Pupil voice is important to us and opportunities are provided through the school council and other ways for children to express their views and contribute (CoP 6.18, 6.21, 6.22). All children are encouraged to be part of these pupil bodies.

Our SENCo has been trained in Youth Mental Health First Aid, Attachment Awareness and also has a City and Guilds in working with Parents (Intense Support for Families with Multiple and Complex Needs) as well as holding a Level 4 Certificate in Mental Health Aware Leadership (Education). She supports all members of the school family, especially pupils and staff. Our SENCo is also the Designated Mental Health Lead (MHL) and leads continuing professional development (CPD) sessions to support school staff in identifying, responding to and supporting children in need of mental health support. If any adult within the school has a concern about a child's emotional wellbeing and/or mental health, they are to follow safeguarding procedures as detailed in our Child Protection Policy if the concern is of a safeguarding nature. Alternatively, the adult should discuss their concerns with the MHL, Eloise Swain, and fill in the school's 'When to Worry' identification pro forma. Appropriate action is then taken. See our Child Protection Policy and Positive Mental Health Policy for further information.
As a school, we have strong links with agencies providing specialist support, mental health and therapy services. These include the School Nursing Service, Safe Space, DSPL9 and the Herts Children's Wellbeing Practitioners. If specialist support is required, a conversation will be had with the family to agree the best way forward. Further details can be found in our Positive Mental Health and Wellbeing Policy.

For children who need medical support or intimate care, this is administered as a bespoke intervention. A meeting will be held with the family (and child if appropriate) and an Individual Health Care Plan (IHCP) or Individual Intimate Care Plan (IICP) will be drawn up. This is then reviewed when any changes occur or at least annually. Additionally, if needed, a Risk Management Plan may need to be created by school and family when a child's needs or behaviours leaves them vulnerable to heightened risk. Again, these are created on an individual basis.

6. What specialist services and expertise are available at or accessed by the school?

'I feel surrounded with goodness and happiness. We feel safe and secure and adults give us clues so we can come to the answer ourselves. Our teachers are always there for us.'
St Meryl Pupils

At St Meryl we have a good level of expertise and approach to SEND with some very experienced LSAs who support children with SEND (CoP 6.58). We provide training as part of the school's planned professional development programme and use more experienced LSAs to support and up-skill others. We utilise expertise from external professionals, e.g. Child and Adolescent Mental Health Service, Speech Language Communication and Autism Team and Outreach Services from our local special schools (CoP 6.60). Recent training has included various aspects of autism, speech language and communication needs, attachment aware and moving and handling. Our SALT and other external agencies such as DSPL9 provide a variety of courses which staff attend, for example, on dyslexia and specific interventions as well as stammering and ASD in girls.

The SENCo, class teacher and any external specialists work alongside the pupil and parents to ensure the best possible outcomes for the pupil (CoP 6.62). This includes seeking advice on how to best adapt the school environment as well as the curriculum to ensure all members of the St Meryl family can fully access all areas of school life.

At St Meryl, all staff are supported in developing their own CPD. One of our teachers has achieved the Maths Specialist Teacher Award (MaST). She helps to support all members of the school community with improving the learning and teaching experience at St Meryl.

Information about specific local as well as national support services can be found either via our school website or by contacting our SENCo.

SENDIASS Herts is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They support children, young people with special educational needs and/or disability (SEND) aged 0 to 25 years and their parents on issues relating to SEND. They do this by providing free, confidential and impartial information, advice and support through their helpline service, online resources, at events and workshops as well as through individual casework.

Further information can be found at: https://www.hertssendiass.org.uk/home.aspx

7. What training have the staff supporting children and young people with SEND had or are having?

'Our teachers always make our learning fun and exciting. We use real life things to help us to understand things. We have used sweets in Maths and then we got to eat them! Yum! Learning is fun – one trillion percent!'
St Meryl Pupils

Our staff, especially our LSAs, who work with children with SEND are very experienced and effective at helping these children access learning opportunities and make good progress. We are a very inclusive school and a range of resources are used to support children so that they can make good progress. Ongoing training needs are identified through our appraisal system and the impact of training carried out is evaluated. The school works with support services and outreach teams to provide training (CoP 6.89). Recent training includes: attachment awareness, supporting pupils with Autistic Spectrum Disorder (ASD), identifying and responding to SpLD and youth mental health first aid. All members of staff are encouraged to participate in a wide range of CPD. When staff attend a training session, they then disseminate this information to other staff members at St Meryl, enabling all children to benefit from current training.

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

'Our teachers are gentle and give us quiet time. They always talk to us and try to help us however they can. They help us by talking things through.'
St Meryl Pupils

All parents receive an annual written report about their child's learning (CoP 6.64). The class teachers are available before and after school to talk briefly about any issues and happily make arrangements to talk more in depth if required. Where appropriate, additional resources are sent home to further enhance the partnership between home and school. These can be adapted within reason to suit a range of additional needs. In order to do so, we encourage parents to speak with the class teacher in the first instance.

If a child has a PLP there are opportunities to meet with the SENCo and the class teacher termly to discuss progress (CoP 6.65). We usually have a 'Welcome to…' meeting at the start of the year and two formal PTCs in October/November and February. Parents are able to contact the SENCo by telephone or email. The views of the pupil are sought at every step (CoP 6.70). We have an open-door policy at St Meryl.

Details of parental courses and workshops available in the local area are emailed out to parents as and when they are received. Parents are encouraged to book these themselves.

PTCs and other face-to-face meetings may be conducted virtually if in-person meetings cannot be attended.

9. How will I be involved in discussions about and planning for my child's education?

'We always get a chance to say what we would like our targets to be. We feel we are listened to as well. Setting our own targets makes me feel joyful.'
St Meryl Pupils

As Section 8. Parents are involved at every stage (CoP 6.64 – 6.71).

Additionally, termly PLP meetings are held. At these meetings, pupil, parent, teacher and SENCo all meet to discuss previous targets and set new ones. The voice of the pupil and parent is vital at these meetings and the discussions help everyone to form a clear picture of the child's progress and their next steps. PLPs are working documents and can be amended at any point during the year after discussion with all who were involved in the original target setting.

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

'We love school trips! The trips are really cool and fun because we get to go on the train and go to places like Pizza Express to play with the dough. Tolmers is a great place to go.'
St Meryl Pupils

We are a very inclusive school. Where there is a barrier to learning or to a child accessing an activity we do our best to remove it and this includes trips. Risk assessments are carried out to ensure we have thought of everything to make sure there is sufficient accessibility on a school trip. We ensure that transport is accessible and we make sure that we have extra adults with us to support children with SEND or additional needs. If a facility is not able to ensure equal access for all then we will not go ahead with a trip (CoP 6.9 and the Equality Act 2010).
When activities outside the classroom are planned, full and concise risk assessments are conducted, ensuring that all pupils are able to access and engage with the activity. Examples of measures taken include higher staff/pupil ratios, conducting pre-visits with the child(ren)'s needs in mind, inviting parents to join the trip if appropriate, discussing children's needs (on an unnamed basis) with staff at the place being visited and how provision can be adapted. This is all on a very bespoke basis and actions taken are highly individualised. The approach as detailed above is also taken for residential trips.

11. How accessible is the school environment?

'We can easily find our way around the school.'
St Meryl Pupils

The school has been adapted to ensure wheelchair accessibility. Toilets have been adapted, a lift has been installed and small ramps added to doorways where there was a slight step up or down. This is in-line with our Accessibility Plan (CoP 6.9 and the Equality Act 2010).

As much as possible, we try to adapt the school environment to meet the needs of individual children. For example, new blinds were installed to help to reduce glare for children with a visual impairment and the use of clear signage and table arrangements have been used to support children with hearing impairments.

All classrooms have a 'calm' area near the classroom. This is designed for children who may need to take a short amount of time to reflect, repair and restore as well as reset before resuming learning. Children are supervised when they use these areas.

We also have a transition classroom (Butterflies). Please see the booklet on our website which outlines in detail about Butterflies provision. Children are supervised with a higher adult ratio whilst in the Butterflies and often follow a highly bespoke curriculum.

12. Who can I contact for further information?

'We can talk to our friends, our teachers – any adults at school. We can talk to Peer Mediators too'
St Meryl Pupils

Every teacher is a teacher of SEND.

Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEND, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress. In the first instance, please speak to your child's teacher with any SEND queries as all teachers have a responsibility.

Mrs Eloise Swain is our SENCo and her email address is available to parents on the website or by contacting the school (CoP 6.90). She can also be contacted by telephone (0208 428 1695) and appointments can be made to talk with her in person. The Headteacher, Mr Craig Davies, is also available to speak with over the phone, in person or by email. We do have a Complaints Policy which is available via the website or from the school (CoP 11.60, 11.72).

Information about specific local as well as national support services can be found either

via our school website or by contacting our SENCo.

SENDIASS Herts can also provide further, impartial support (see Section 6 for contact details).

13. 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?

'Our teachers really know us and they talk to us. Things like Home/School Books help. We have time to meet and talk to our new teachers. Having a Buddy really helped me. Speaking to the new teacher and begin shown around helped me to feel less worried.' St Meryl Pupils

We have good transition systems in place and the SENCo arranges a transition meeting between parents and the new teacher before a child with SEND moves to a new class/school (CoP 6.16). The SENCo also meets with secondary teachers prior to transition to Key Stage 3 to share information and strategies (Cop 6.42, 6.16). As part of the Key Stage 3 transition, the SENCo and Year 6 teacher work closely with Chessbrook Outreach to identify and then support children who may need additional help to ensure a smooth transition. This includes (yet is not exclusive to) children with SEND. At the end of the Spring Term, a transition support group is set up within school for those children who need a little extra to help them to make a smooth transition. The group then meets once a week in the Summer Term and is led by a highly skilled LSA, under the guidance of the SENCo. The group looks at the practical realities of moving to Key Stage 3 as well as the emotional and social aspects of it too. The aim is to prepare the children as much as possible and to equip them with a 'toolkit' to help them to manage the highs and lows of the transition.

If there is a child with complex needs, the SENCo will liaise with the new Key Stage 3 school and parents and additional support is arranged. This again is tailored to the child but can include additional visit days, meetings with new key members of staff, ensuring the new school inform the child of access to nurture rooms, etc at play and lunch times, etc.

Person-centred approaches are used with the teacher, SENCo and pupil (if appropriate) and One Page Profiles are completed. For children with more complex needs, a Pupil Passport is created (usually in collaboration with parents too). These documents are then passed onto new teachers/schools and are available for all members of the class team to read and use.

Transition books are sent out towards the end of the Summer Term and time spent in the new class also helps to prepare the children for the upcoming change. Again, the level of transitional support is dependent on the individual needs of each child.

At St Meryl, we also recognise that the transition from EYFS to Y1 as well as Y1 to Y2 can be challenging for some children, particularly those with additional needs. In order to support these children and their families, similar provision is put in place. The SENCo arranges for the relevant teachers to meet and discuss needs and provision, staff arrange for the child

to complete mini 'visits' to the new classroom so they begin to become more familiar with the room and staff and transition booklets are provided for the child and their family to look at prior to the transition. If appropriate, parents can arrange to meet with the SENCo and the new teacher. The exact nature of the transition provision will be tailored to each individual child and their family.

When a child with additional needs joins St Meryl and the school are aware of the additional needs, the SENCo and new class teacher will arrange a time to meet with the child and parents in order to get to know each other. At this point, a One Page Profile or Pupil Passport will be completed in conjunction with the parents and the child (if appropriate). If the child has already attended a setting prior to joining St Meryl, the SENCo will liaise the previous setting to discuss needs and provision as well as arranging for any data and/or documents to be handed over.

Again, the exact nature of the transition provision will be tailored to each individual child and their family and will be discussed with individual families.

14. How are the school's resources allocated and matched to children's special education needs?

'We have all that we need and we know we can get the things we need whenever we want to. Having time to talk to adults and our friends really helps us to understand.' St Meryl Pupils

The school is expected to meet the needs of the majority of the children with special educational needs from its delegated budget (CoP 6.95). In particularly exceptional circumstances the school will apply for High Needs Funding (HNF) (CoP 6.99). This application is made as either part of the EHCP process (HNF) or as part of the localised process (Local High Needs Funding – LHNF). More information is detailed in our SEND Policy. Additionally, any other sources of funding will be investigated and applied for on a case by case basis. Parents will always be informed and permission sought before any external request for additional funding is made. We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This is recorded in both our whole school and class provision maps. We carry out audits, seek parental and pupil views and rigorously track progress data. The SENCo is currently a Governor so regularly liaises and updates with the full Governing Body (CoP 6.88).
These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils, ensuring that the school's resources are allocated and matched to meet needs effectively (CoP 6.44).

15. How is the decision made about how much support my child will receive? What can I do if I am not happy with provision?

'Having help makes me feel happy and relieved and surrounded by happiness. We like being independent but we also like help to; we have a good balance. Having help means we can achieve more things and complete trickier challenges.'
St Meryl Pupils

St Meryl follows a Graduated Approach to SEND Provision in line with the SEN Code of Practice (2015) (Assess, Plan, Do, Review) (CoP 6.44 – 6.56). The school's 'Core Offer' and 'SEND Information Report' details the range of provision offered by the school. This is available from our school office or via our website.

Decisions about how much support a child will receive are made on an individual care basis. Decisions about provision will take into consideration the voice of the child as well as the family as much as appropriate. The following information details the steps that are taken to make such a decision:

Wave 1 (CoP 6.44 – 6.56)

- High quality first teaching is the initial approach used for all children in order to remove as many barriers to learning as possible. Teachers regularly observe and assess the progress of all children and ensure that differentiated planning and use of choice of challenge offers a range of tasks that meet the needs of all the children. Where expected progress is not made or specific barriers to learning are identified the class teacher will discuss additional strategies with the SENCo and/or the Headteacher at our Pupil Progress Review Meetings.
- At St Meryl we have a whole school provision map which is updated after Pupil Progress Reviews have taken place. In addition, each class has its own provision map so that any adult working in that class knows exactly what the needs of that particular cohort are.
- Once identified, children's needs will be addressed through planned strategies put in place by the class teacher. These may be supported and delivered by the Teaching Assistant(s) allocated to each class.
- Concerns are raised and discussed with parents in order for us to work together as effectively as we can.

Wave 2 (CoP 6.44 – 6.56)

- If Wave 1 strategies either identify additional barriers to learning or if after the assessment and review phase progress has not been rapid enough to meet the identified targets children may be offered interventions that are additional to the school's usual differentiated curriculum.

· This will be discussed at Pupil Progress Review Meetings with the SENCo and/or Head who will support the class teacher to plan appropriate interventions. · These may include small group support which can be delivered as part of the extended provision for the class, or they may be delivered by specialist TAs, Learning Support Assistants (LSAs) or our Learning Mentor (LM) outside the classroom

· These interventions are regularly reviewed against the agreed targets for progress by all adults involved and shared with parents

Wave 3 (CoP 6.44 – 6.56)

· If the needs of the child are too significant or are not addressed by interventions at Wave 1 or Wave 2 there may be a need to make further assessments and plan for 1:1 interventions that can more specifically address the learning needs of the child.

· At this point the child would be named on the school's SEND register · A Personalised Learning Plan (PLP) will be written in conjunction with teacher, SENCo, parents and the pupil outlining both long and short term objectives and provision to meet those targets. The PLP is then reviewed once per term (three times an academic year in total)

· 1:1 interventions are carefully planned by the class teacher

· These interventions are reviewed by the class teacher and the SENCo and/or Head with input from all relevant adults. Additional focus is given to children applying skills taught in 1:1 sessions in their learning in class.

· At this stage, as in all stages, we work in partnership and agreement with parents in order to ensure the best possible outcomes for the pupil.

· If this graduated support and planned interventions do not allow the child to make sufficient progress to be included in the differentiation and planning made for the remainder of their class the school may work with and support parents in seeking support and advice from external specialists. These specialists would inform another cycle of assess, plan, do and review (CoP 6.58).

Complaints Relating to Special Educational Needs

If you want to complain about the school's SEN support, you should do it while your child is still registered at school with us. This includes complaints that the school has not provided the support required by your child's Education, Health and Care (EHC) Plan. There is a different process if you disagree with a decision the Local Authority has made about an EHC Plan (https://www.hertfordshire.gov.uk/microsites/local-offer/feedback/if-youre-not happy-with-a-decision/if-youre-not-happy-with-a-decision.aspx#EHCP).

Before making a complaint, talk to the Special Educational Needs Co-ordinator (SENCo) to try and find a solution. Our SENCo is Eloise Swain and she can be contacted by calling the school on: 0208 428 1695.

If you are not happy after talking to the school/SENCo:

You can make a formal complaint to the school. This can be done by asking the school or checking our website for how to make a formal complaint. You may be directed to raising the complaint with your Local Authority; the school will help you to know if this is appropriate.

Hertfordshire Local Authority may offer a 'disagreement resolution service' that can help resolve your disagreement about SEN support. Contact your Local Authority or check their website for their 'SEND local offer' for details: https://www.hertfordshire.gov.uk/microsites/local-offer/feedback/if-youre-not-happy

with-a-decision/if-youre-not-happy-with-a-decision.aspx.

If the school or Local Authority cannot solve the problem, you can complain to the Department for Education (DfE). They can ask school to take action if they find your complaint was not handled correctly.

The DfE cannot normally change the decision, but they can look into how it was made and ask the school to take action where appropriate.

Further information regarding school specific complaints can be found on the school website: www.stmeryl.herts.sch.uk > Key Information > Policies > Complaint Policy

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

'St Meryl is fun because you get lots of choice. I love it here and feel like I have been here forever. Ever since I came here I have been getting more and more confident. School is fun!'
St Meryl Pupils

The Local Authority have a duty to provide a Local Offer and this is available to parents on the Hertsdirect website (CoP 6.6).

The Hertfordshire Autism, Speech and Language (S&L) and Social, Emotional and Mental Health (SEMH) Quality Offers align with the SEND Quality Offer – Hertfordshire's statement on high quality provision and outcomes for children and young people with special educational needs and disabilities. The Autism Quality Offer describes the special educational provision that settings are encouraged to have available for children and young people who have autism or social communication needs. The S&L Quality Offer does the same but with a focus on speech and language. The SEMH Quality Offer exemplifies what the evidence says works well for children and young people with SEMH difficulties.

All three documents include links to resources and training available to settings across Hertfordshire.

The school's own Core Offer is available via the website (CoP 6.6).

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