

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

The Local Offer from schools, settings and colleges

Morden Primary School

June 2021

<p>1. How does Morden Primary School know if a child/young person needs extra help?</p>	<p>There are a number of ways which Morden Primary School may know that children need extra help:</p> <ul style="list-style-type: none"> • Termly assessment tracking data helps us to know when children are not making progress and may need extra help. • Teachers may also notice in classwork that children need support and may ask the school's inclusion manager to carry out an observation. • In some cases, parents or other outside agencies, such as Speech and Language may make school aware that extra support is required. <p>If a pupil requires extra support, parents/carers will be asked to meet with school staff to plan appropriate support.</p> <p>We have experience in identifying and supporting children in the four main categories of need – Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and/or Physical.</p>
<p>2. What should I do if I think my child/young person may have SEN?</p>	<p>In the first instance you should speak to your child's class teacher. They will bring the matter to the attention of the Inclusion Manager and an Early Intervention plan may be written in order to set targets and support to help your child.</p> <p>If, upon review of this Early Intervention plan, it is felt that further support is required, the class teacher will speak with you again and your child may be placed on the SEN register.</p> <p>In some cases, children may bypass the Early Intervention stage.</p>
<p>3. How will I know how Morden Primary School supports my child/young person?</p>	<p><u>Planning and reviewing support</u></p> <ul style="list-style-type: none"> • In the first case, your child's teacher will make you aware of any concerns and will fill in an Early Intervention sheet. • They will review this with you when the intervention has been carried out. • If it is agreed that further intervention is required, your child will be placed on

	<p>the SEN register.</p> <ul style="list-style-type: none"> You will then receive termly SEN Support Plans which set out the targets and support your child receives. Parents will be invited to be involved in considering needs, setting targets and monitoring outcomes. Appropriate support will be planned by considering practice which has been shown to be generally effective (nationally, locally or within school). <p><u>Additional Adults</u></p> <p>If in-class support is provided by an adult the aims of this provision will be to:</p> <ul style="list-style-type: none"> Increase access to and participation in the curriculum. Increase social and academic independence <p><u>Outside Agencies</u></p> <p>As a parent/carer you will be consulted when the school wishes to seek the advice and support of an agency or specialist who is not employed by the school. Any findings, recommendations or actions will be shared with you and any ongoing role for the specialist will be discussed with you.</p> <p><u>School Governors</u></p> <p>The SENCO works closely with the SEN governor to regularly review and evaluate the school's provision for and success with pupils with SEN</p> <p><u>Monitoring and evaluating provision</u></p> <p>All provision within school is subject to monitoring and evaluation.</p> <ul style="list-style-type: none"> Class/individual tracking of progress in reading, writing and maths Observations of whole class, group and individual teaching sessions. Tracking progress of individuals and groups Teacher and teaching assistant staff appraisal.
<p>4. How will the curriculum be matched to my child/young person's needs?</p>	<p>Whole class teaching is adapted to meet individual children's needs through:</p> <ul style="list-style-type: none"> Planning – tasks are adapted to allow pupils to better understand and participate Delivery – teachers will use inclusive strategies which have been shown to help meet the needs of individual pupils. Support – The teacher will plan pupil groupings and adult support.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Marking – marking will take account of individual children’s starting points, ability and targets to enable them to flourish.• Equipment – Pupils participation will be supported by using the tools and equipment needed• Social and Emotional – the school has a number of interventions, groups and adult led support for children with social and emotional needs, such as: Sunshine group (lunchtimes), ELSA (emotional literacy support), Jigsaw4U |
|--|--|

<p>5. How will the school know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • School staff assess and monitor children’s achievement in curriculum areas on a termly basis. • The Inclusion Manager is responsible for tracking the progress and attainment of children on the SEN register. • Teachers meet with members of the Senior Leadership Team termly to monitor progress of individuals and groups. • Social and Emotional wellbeing is measured through observations by staff members, pupil interviews and questionnaires, monitoring of behavioural incidents by key stage leaders, reviews of impact of provision and use of assessments (Boxall Profile, Emotional Literacy Checklist)
<p>6. How will I know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • Staff members will meet with parents of SEN children at least three times per year in parents evenings – there is a formal parents evening in the Autumn and Spring terms and a drop in parents evening in the Summer term. • Each child will receive a written report at the end of the summer term. • If your child is identified as having special educational needs, your child will receive a SEN Support plan termly and you will be invited to contribute to the review of this • However, parents are welcome to make an appointment to see their child’s class teacher or the Inclusion Manager at any time. • In some cases, contact may be made to inform you of your child’s progress on a more regular basis. This may be via a letter, phone call or meeting.
<p>7. How will you help me support my child/young person’s learning?</p>	<p><u>How you can support your child:</u> At each meeting held between the school and parent we will work with you to establish any actions that can be implemented at home to help support work in school</p> <p><u>Training and support:</u> Morden Primary School holds parent coffee mornings weekly which have talks from professionals on a wide range of childcare issues. We also work closely with Jigsaw and other professionals to provide parents with parenting training and support</p>
<p>8. What support will there be for my child/young</p>	<p><u>Social and Pastoral Support</u> We run a number of one to one and group interventions and a drop in service to help</p>

<p>person's overall wellbeing? How will my child/young person's personal or medical needs be met?</p>	<p>children with self-esteem and social skills. The drop in service is through self-referral and runs for one lunchtime per week. Group interventions include Social Skills groups, Sunshine group at lunchtime</p> <p><u>Medical Needs:</u></p> <ul style="list-style-type: none"> • For medical needs, school staff will liaise with health professionals to ensure support for medical conditions is implemented. • Where necessary, school staff will follow care plans written by health professionals. • In cases where medical training is needed, the Inclusion Manager will ensure this takes place. • Office staff will administer medicines, but require parents to sign a form to indicate that they agree with this practice. (See Supporting Children with Medical Needs policy for more information) <p><u>Bullying, safeguarding and promoting mental health:</u></p> <ul style="list-style-type: none"> • Morden Primary School is committed to tackling bullying. • All behavioural incidents are recorded on paper by a member of staff and these are analysed by senior staff to identify trends. • We run an anti-bullying week to raise awareness of bullying and how to tackle it. • School work closely with parents and Educational Welfare Officers to ensure that children attend school and are punctual. There are a number of incentives in place to reward good attendance and punctuality by classes and individuals. • Morden is very proactive with regards to mental health and we have a wide range of provision – from whole class SEAL lessons, to 1:1 sessions with ELSA or Jigsaw workers
<p>9. How will my child/young person be able to contribute their views on how things are going?</p>	<p>Pupils are at the core of everything we do at Morden Primary School. Children are encouraged to take ownership of their own learning. This means that children will be asked to reflect on their own learning and to take ownership of aspects such as peer and self evaluation and target setting.</p> <p>Children with special educational needs will additionally have a support plan, which</p>

	<p>will have targets and provision outlined. Children will work with an adult to discuss what has helped them, what progress they have made and what targets and support they will need next</p>
<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p><u>Specialist staff within school:</u> At school we have a number of teaching assistants who are trained in ELKLAN, to deliver high quality speech and language interventions. We also have a HLTA trained in ELSA (Emotional Literacy Support Assistant) who works with children to help them understand feelings and emotions better. We also employ a Jigsaw 4 U worker who works with children and families going through difficult times two and a half days a week.</p> <p><u>Services accessed through school:</u> The school also accesses support, where appropriate, by referring to agencies such as Educational Psychology, Speech and Language Therapy, Child and Adolescent Mental Health, Merton Autism Outreach Service, Merton Language Behaviour and Learning Team, Virtual Behaviour Team, Occupational Therapy, Social Services and Merton Sensory Team. More details on these services can be found through Merton's local offer.</p>
<p>11. What training have the staff supporting child/young person and young people with SEN had or are having?</p>	<ul style="list-style-type: none"> • Teachers receive training in SEN through initial teacher training, CPD opportunities and through INSET and staff meetings. Recently, teaching staff have received training in ASD, ADHD, Communicate In Print 3, Positive Touch Technique, Speech and Language, Write Away Together, Makaton and Attachment and Trauma. • Many of our TAs have had training in speech and language therapy, on the ELKLAN course. They have also received training on Makaton, Numicon, Inference Training and Write Away Together. • TAs working 1:1 with pupils with higher needs will have had training in specific areas of need, eg ASD, Dyslexia. Where staff have not already had this training, their training needs will be prioritised. • All staff also liaise with professionals from outside agencies where appropriate to help their understanding of pupils' needs and provision

<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p>	<p><u>Clubs</u> There are a number of extra curricular clubs run by staff members which all children are encouraged to take part in. We aim to make sure that all activities are inclusive and available to all.</p> <p><u>School Trips</u> School trips are planned for all year groups. Parents and carers are invited to volunteer to help on trips. Risk assessments are carried out before all school trips and are monitored by the school trip coordinator in school.</p>
<p>13. How accessible is the school environment?</p>	<p><u>Wheelchair access</u> Morden Primary school is set on one level. There are ramps up to the entrances to the building and the outdoor area is fully accessible. There is a disabled toilet.</p> <p><u>Communicating with families where English is not the first language</u> We work closely with the community and utilize parent helpers where necessary to help interpret for parents with limited English. The school also uses interpreters and translators in meetings, where necessary.</p> <p><u>Visual and Auditory environment</u> The school does not at the moment have any changes made to the auditory or visual environment. We liaise with the sensory team to make necessary adjustments for individual children.</p>
<p>14. How will the school prepare and support my child/young person when joining Morden Primary School, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<p><u>Transition</u></p> <ul style="list-style-type: none"> • We will liaise with parents and the school or setting which your child attends before starting Morden Primary School. Where necessary, we will organise transition visits to ease the transition between settings. • Children preparing for the transition to secondary school will also benefit from specific transition work in class, and where necessary individual transition work with a TA. Children will be invited to visit their new school and explore aspects of secondary school life, such as travelling to school. • The school Inclusion Manager liaises with receiving secondary schools to let

	<p>them know of any SEN, social and emotional needs, English as an additional language or medical needs prior to starting secondary school.</p>
<p>15. How are the school's resources allocated and matched to child/young person's special educational needs?</p>	<ul style="list-style-type: none"> • The allocation of resources is always matched to need. Decisions on how resources are allocated may be made from reviews of special needs plans, education and health care plans, pupil progress meetings or the recommendations of outside agencies. • If you feel that the support and resources allocated to your child are not matched to their need, you should speak to the class teacher or Inclusion Manager. • The effectiveness of resource allocations is monitored and evaluated through review meetings, tracking data, observations and consultation with outside agencies. • In cases where the funding is not adequate to meet the young person's needs, the school will meet with parents and representatives from the local authority, to discuss whether the funding can be adjusted so the pupil's needs can be met in school, or whether a change of setting is more appropriate. Decisions of this kind will ultimately be made by the local authority's SEN panel.
<p>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</p>	<ul style="list-style-type: none"> • Support will be decided by the Inclusion Manager and class teacher in collaboration with parents, pupils and any outside agencies who work with the child. • In the case of children with EHC plans, the support provided will be based around what the EHC plan recommends. • Where possible, evidence based interventions will be chosen to support children. • Any support will be reviewed at least termly when SEN support plans are written.
<p>17. How will I be involved in discussions about and planning for my child/young person's education?</p>	<ul style="list-style-type: none"> • Parents will be invited to share their views on their child's progress and needs prior to writing new SEN support plans. • Where a child has an EHC plan, the school will hold an annual review yearly,

	<p>which the parents will be invited to attend and to submit their thoughts on progress and need.</p>
<p>18. How can I be involved in the school more generally?</p>	<ul style="list-style-type: none"> • Morden Primary School has coffee mornings for parents every Friday morning. • We also encourage parents to come into school and volunteer hearing readers, on trips etc. • We have a PTA which we are always looking for volunteers to help with. • The school also has parent governors.
<p>19. Who can I contact for further information?</p>	<p>If you would like more information on the school in general, you can contact the main school office on 0208 648 4168. Your first point of contact if you are concerned about your child should be their class teacher. If you would like specific information about SEN, you should contact the Inclusion Manager, Jim Carrington, on 0208 685 5453.</p>
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p>	<p>Contact Morden Primary School Merton schools website</p>