



"Achieving The Best For All"

Merdon Junior School

**SPECIAL EDUCATIONAL NEEDS
AND
DISABILITY
(SEND)
INFORMATION REPORT**

June 2025

Merdon Junior School – An introduction

Merdon Junior School is a two form entry mainstream school. We are an inclusive school who are committed to ensuring that all pupils make the best possible progress. Our school is supported by the Local Authority to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible.



All pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of adapted learning materials (both for reinforcement and extension); assessment procedures that identify pupils' strengths and achievements; access to ICT; specific interventions as needed and a broad range of extra-curricular activities (including overnight experiences in Year 3 and 4 and residential visits in Year 5 and 6).

"The school swiftly identifies pupils who may have special educational needs and/or disabilities."

"Those who are disadvantaged [including children with special educational needs and/or disabilities] achieve equally well."

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Who are the people who support children with special educational needs and or disabilities in this school?

Within the school, different people monitor the progress of the children and ensure that they are making progress.

Who is the best person to talk to about my child's special educational needs and/or disabilities?

The Class Teacher is responsible for:

- ◆ Checking on the progress of your child, identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know any concerns as necessary.
- ◆ Writing a Pupil Passport and/or a target sheet and sharing and reviewing these with parents at least once each term and planning for the next term.
- ◆ Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.
- ◆ Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can make the best possible progress. This may involve the use of additional adults, outside professional help and specially planned work and resources.
- ◆ Ensuring that the school's SEND Policy is followed in their classroom

The SENCo (Miss Sambles) is responsible for:

- ◆ Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ◆ Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- ◆ Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school make the best progress possible.
- ◆ Monitoring and supporting your child's teacher in writing Pupil Passports and/or target sheets where needed, which provide an overview of your child and specify the targets for your child to achieve.
- ◆ Organising and delivering training for staff so that they are aware and confident about how to meet the needs of your child and others in the school.
- ◆ Liaising with all the outside agencies that may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- ◆ Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how your child is doing

They can be contacted via the school office in line with our communication policy

Who are the people who support children with special educational needs and or disabilities in this school?

The Headteacher (Mr Johnston) is responsible for:

- ◆ The day to day management of all aspects of the school, this includes the support for children with SEND.
- ◆ Ensuring that your child's needs are met by the SENDCo and class teacher
- ◆ Ensuring that the Governing Body is kept up to date about any issues in school relating to SEND.

Mr Johnston can be contacted via the school office in line with our communication policy



The SEND Governor is responsible for:

- ◆ Ensuring that the school has an up to date SEND policy.
- ◆ Checking that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- ◆ Making sure that the necessary support is provided for any child who attends the school who has SEND.
- ◆ Visiting regularly to understand and monitor the support given to children with SEND.

How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- ◆ Other staff in the school.
- ◆ Staff who will visit the school from the local authority such as teachers from the Specialist Teachers Advisory Service (for students with a visual or hearing need) or staff from the Ethnic Minority and Traveller Achievement Service (EMTAS).
- ◆ Staff who visit from outside agencies such as the Speech and Language therapy (SLT) service or Hampshire's Educational Psychology service



How does the school know if my child needs extra help?

At Merdon, we place a strong emphasis on early identification of special needs in order for your child to receive the help that they need as soon as possible. There is a clear approach to identifying SEN and providing effective provisions for this.

Along with other indicators, we may notice the following:

- Behaviour issues around school
- Difficulty accessing classwork
- Difficulties with understanding instructions in the classroom
- A delay in understanding
- A lack of progress
- Sensory or physical needs

How does the school know if my child needs extra help?

As well as addressing any issues with appropriate interventions in class, your child's class teacher may discuss their concerns about your child with the SENDCo. They may work with the teacher to help identify appropriate support for your child and may consider the following:

- Low scores in tests used to assess the children's progress
- Lower achievement than the majority of their peers at data drops
- Parental information
- Reference to Hampshire County Council's SEND criteria
- Teacher assessment and observation
- Medical records

Whole school screening procedures and standardised tests may also be considered to assess:

- Reading fluency
- Whether your child is at risk of dyslexia
- Their ability to read and comprehension of reading

Your child's needs may be discussed at regular meetings between the SENDCo, the Headteacher and/or other senior staff to ensure that they are getting the appropriate support for their needs.



What are the different types of support available for children with SEND at Merdon Junior School?

Types of support provided	What would this mean for your child?	Who can get this kind of support?
High quality inclusive teaching	<ul style="list-style-type: none"> ◆ The teacher will have the highest possible expectations for your child and all pupils in the class. ◆ All teaching is based on building on what your child already knows, can do and understands. ◆ Personalising the learning for the different learning styles within the class, including that of your child. ◆ Putting in place specific strategies which may be suggested by the SENDCo, specialist teachers within the school or outside agencies to support your child. 	All children in school receive this
Reasonable adjustments	<p>Making reasonable adjustments for children who need it which may include:</p> <ul style="list-style-type: none"> - Support for sensory needs - Adapted resources - Use of assistive technology - Movement breaks or a quiet working space 	This is available for all children in school if needed
Ordinarily available provision: Universal support	<p>This is available every day to all learners and includes:</p> <ul style="list-style-type: none"> - A visual timetable on display in each classroom - Preparation for change - Concrete resources - A clear learning outcome - Differentiated instruction - Modelling - Pre-teaching of vocabulary - Opportunities for verbal rehearsal - Task plans - Visual support for instructions 	All children in school receive this

Types of support provided	What would this mean for your child?	Who can get this kind of support?
Ordinarily available provision: Targeted support	<ul style="list-style-type: none"> ◆ This is available every day to the learners who require the provision and includes: <ul style="list-style-type: none"> - An individual copy of any presentations or board work - Now/next boards to support transition and focus - Opportunities for overlearning and consolidation ◆ Your child may also benefit from specific group or individual work to close any identified gaps in their learning. This may be run by a teacher or a member of support staff. ◆ Your child may also benefit from group or individual work from an adult who has specialist training in supporting children with understanding and managing emotions. 	This is available for all children in school if needed
Work with outside agencies	<ul style="list-style-type: none"> ◆ If your child has been identified as needing more specialist input in addition to the above, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. ◆ You will be consulted before referrals are made and asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better. ◆ The specialist professional will work with your child to understand their needs and make recommendations. These may include: <ul style="list-style-type: none"> - Making changes to the way your child is supported in class. - Support to set targets which will include their specific specialist knowledge. - Your child's involvement in a group run by school staff under the guidance of senior staff and/or the outside professional e.g. a social skills group. - Individual support work based on a programme from the specialist professional. 	<p>This is available for all children in school if needed.</p> <p>Referrals are overseen and managed by the SENCo.</p>

How will the school prepare and support my child when joining Merdon Junior School or moving to a new school?

What happens when my child with additional needs joins Merdon?

- ◆ Information will be passed on to us from your child's previous school.
- ◆ A member of staff (usually the SENCo) will discuss your child with the staff members from their previous school to gain a good understanding of your child's needs.
- ◆ A meeting may take place between the staff at your child's old school, the staff at our school and any professionals who have been involved, to gain a clear understanding of your child's needs and what support they will need to have in place. This may take the form of a Transfer Partnership Agreement (TPA).
- ◆ There will be a chance for you to visit the school with your child.
- ◆ If needed, your child may have more transition visits and meet key members of staff to prepare them for joining the school.



What happens when my child with additional needs is moving to another school?

- ◆ The SENCo will liaise with the new school's SENCo to discuss the specific needs of your child
- ◆ The support in place for your child will be discussed to ensure their new school is able to offer effective support when your child starts.
- ◆ A meeting may take place with the staff at Merdon and your child's new school to ensure a clear picture of your child's needs is shared with them.
- ◆ All SEND records will be transferred when your child starts at the new school.
- ◆ If your child may need additional transition visits or support, we will ensure that there is no barrier to your child attending these. Staff members from Merdon may be able to accompany your child for these if needed.

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

Here at Merdon Junior School we endeavour to address the needs of the whole child to enable them to meet their full potential; we believe that children having high self-esteem is crucial to a child's well-being. This is an area in which the school excels as there are many support mechanisms in place to meet the needs of all of our pupils.

- ◆ Medical needs are met in line with our policy 'Supporting Pupils at School with Medical Conditions'
- ◆ Clear expectations of behaviour, ELSA or TALA support and where necessary the use of individual behaviour management plans (IBMPs) ensures that exclusions are kept to a minimum. Support from the Primary Behaviour Support service is accessed when necessary.
- ◆ Attendance is a high priority within the school. It is rigorously monitored and alert letters are regularly sent to parents to inform them of their child's attendance. Many rewards are in place to encourage good attendance including certificates, medals, class trophies and an end of year treat.
- ◆ Exemplary safety and safeguarding procedures are thoroughly embedded into the school's practices. Safeguarding was praised during our last Ofsted Inspection.
- ◆ During lunchtimes and playtimes there are a number of staff on duty. At both playtimes and lunchtimes trusted are on duty to provide support and advice to the children where needed.
- ◆ Children contribute their views in a number of ways, mainly through the school council but they may also participate in certain events, for example interviewing new staff.
- ◆ All children, including those with SEND, contribute fully to all parts of school life without exception.
- ◆ Mrs Caine, our Family Support Worker, provides support and guidance to parents, usually on an individual basis, to enable families to support their children more effectively.



If your child's class teacher has concerns about their wellbeing then they can discuss them with the SENCo who will work with them, alongside other appropriate members of staff, to identify appropriate support for your child.

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

At Merdon Junior School, we are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), are fully included in all aspects of school life. This includes a wide range of opportunities beyond the classroom, such as educational visits, residential trips, sports events, after-school clubs, and enrichment activities.

We believe that every child should be able to participate fully and safely in these experiences, and we take proactive steps to ensure that this is possible for all our learners: Educational visits are used to provide the children with learning experiences which further develop their knowledge and understanding but also their social skills. All children are able to access these visits.

- Thorough risk assessments are carried out for all off-site visits, with careful consideration of the needs of individual pupils. Reasonable adjustments are made where necessary to support inclusion.
- Individual planning is undertaken for children with additional needs, which may include adapted travel arrangements, the use of additional adult support, or adjustments to the activities themselves to ensure accessibility and success.
- Parents and carers are actively involved in planning for their child's participation in trips and events, and their insights help us to provide the most appropriate support.
- Staff are trained and supported to understand and respond to a range of SEND needs, including how to implement strategies and use resources outside of the classroom environment.
- Access to personal resources (such as visual supports, sensory tools, or mobility aids) is fully supported on trips and during extracurricular activities, ensuring continuity and comfort for pupils who need them.
- Clubs and extracurricular opportunities are inclusive by design, and we actively encourage and enable pupils with SEND to participate in these activities, with additional support or reasonable adjustments provided as needed.

"Pupils, including those who are disadvantaged, have a broad selection of opportunities to develop their talents and interests."

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How will I be involved in my child's education?

At **Merdon Junior School**, we value the vital role that parents and carers play in their child's education. We work in partnership with families to ensure that children with special educational needs and disabilities (SEND) receive the support they need to make progress and feel confident in school.

We take a strengths-based approach, recognising and celebrating what your child can do, as well as identifying and supporting the areas where they may need extra help.

We work with parents in the following ways:

- ◆ Keeping in touch with parents through conversations, phone calls, and emails.
- ◆ All parents of children on the SEN register are invited to meet with the class teacher each term to review progress, discuss current support, and agree on next steps. Where appropriate, the SENCo may also attend these meetings.
- ◆ The class teacher / SENCo may suggest ways you can support your child at home.
- ◆ Homework may be differentiated according to your child's needs, e.g. style and presentation of task or method of recording
- ◆ For children with an Education, Health and Care Plan (EHCP), we hold a full review each year. Parents are invited to share their views and attend the meeting with school staff and other professionals.
- ◆ We welcome parents' views at all stages—when identifying needs, planning support, or considering referrals. Your input helps us tailor support to your child.
- ◆ We may offer information or guidance to help you understand your child's needs and how to support them at home.
- ◆ We aim to share information in clear and accessible ways. Where needed, we can provide translated materials or additional support to help all families engage fully.



How will my child be involved in their education?

At Merton Junior School, we believe that children should be listened to and involved in decisions about their learning. We encourage all pupils, including those with SEND, to share their thoughts and be part of their own progress.

We do this by:

- ◆ Talking to children about what helps them and what they find difficult.
- ◆ Involving them in setting and reviewing their learning targets.
- ◆ Supporting them to share their views for meetings, including EHCP reviews.
- ◆ Helping them to recognise their strengths and develop independence.
- ◆ Including them in decisions about their support whenever possible.

We want every child to feel heard, valued and confident in their learning.



