



SEND Information Report

2023/2024

E-ACT

OPENING MINDS,
OPENING DOORS

#thinkbig

#teamspirit

#dotherightthing

Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link:

<https://www.localofferbirmingham.co.uk/>

You can find the most up to date SEND Code of Practice via:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be found on the academy website:

<https://merrittsbrookacademy.e-act.org.uk/wp-content/uploads/sites/11/2023/09/E-ACT-SEND-Policy-2023.docx.pdf>

E-ACT Merritts Brook Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth

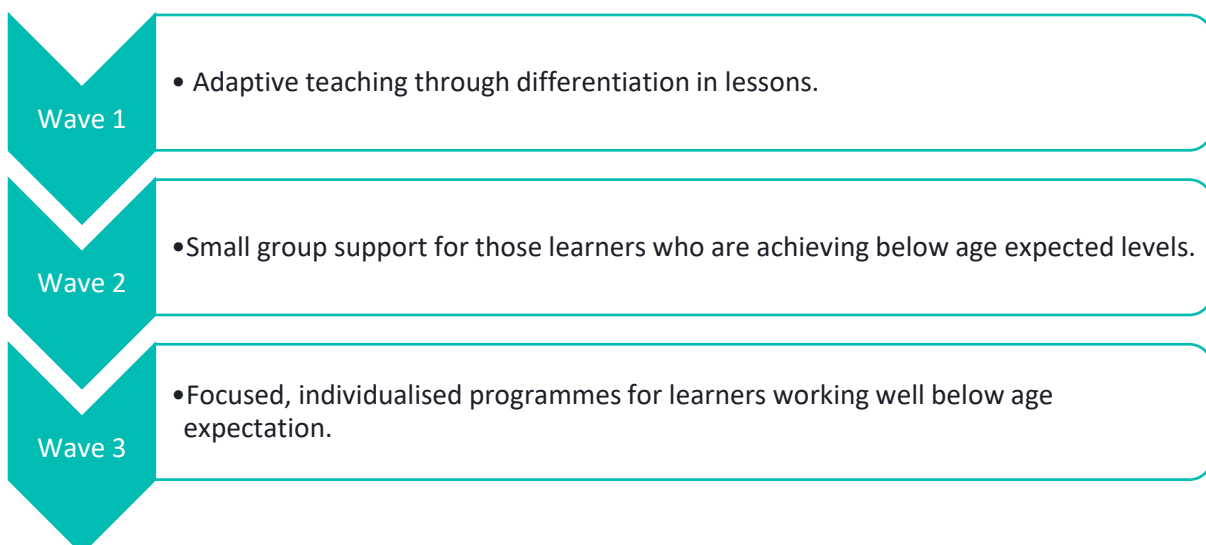
remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
<p>Communication & Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation in order to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar / phonological awareness is still poor and therefore their literacy can be affected.
<p>Cognition & Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of numbers • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing

<p>Social, Mental and Emotional health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties (ODD/EBD/PDA) • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
<p>Sensory and / or Physical</p>	<p>These learners may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Kaymarie Rudge</p> <p>Contact details:</p> <p>Phone: 0121-675-1299, then press for SEN office 2</p> <p>Email: enquiriesmba@e-act.org.uk</p> <p>Deputy SEND Coordinator; Lauren Muscroft</p>
<p>How accessible is the academy site?</p>	<p>Merritts Brook E-ACT Primary Academy is situated in a two-storey building. The building is fully accessible. There are disabled toilet facilities; both downstairs and upstairs, changing area facilities and a lift to access the second floor. The academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.</p> <p>https://merrittsbrookacademy.primary.e-act.org.uk/wp-content/uploads/sites/11/2022/11/E-ACT-Accessibility-Plan-2022.pdf</p>
<p>How will academy staff support my child?</p>	<p>All teachers will be informed of your child’s individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the academy, there are a variety of staff roles to support your child.</p> <p>As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy headteachers, SENDCo’s and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the</p>

	<p>Assess-Plan-Do- Review process (diagram included at the end of this report).</p> <p>Wave 1 interventions:</p> <p>Once a child is identified as having a special educational need, a graduated approach to support is taken. Your child's needs will first be assessed, then support will be planned, delivered and then reviewed. At the review, we will discuss the level of progress, changes needed and set next steps.</p> <p>We have a graduated response at Merritts Brook, and will first offer support through Quality First Teaching, then through Targeted Support using an Individual Provision Plan (IPP).</p> <p>Interventions include;</p> <ul style="list-style-type: none"> • Pre-tutoring • Scaffolding • Adapted adult support within the class setting- guidance and information on how to best support given to the staff member • Dual coding- visual resources to support and link to what the class teacher is teaching and explaining. • Revisit and recall time given- quick quizzes <p>Wave 2 interventions:</p> <p>Following half termly assessments and Pupil Progress Meetings, SLT, the SENCo and class teachers create intervention timetables. These timetables identify the specific daily interventions for the children with SEND in each class. They identify the support staff allocated to work with the child (based on their specific needs) and if they require small group work or 1:1 (1:1 would mean wave 3).</p> <p>Interventions include;</p> <ul style="list-style-type: none"> • Talk Boost- Primary and EYFS • THRIVE social group • Forest School social group • Rapid Readers • Phonics Intervention Key stage 1 & 2 • Handwriting- developing fine motor • Booster groups across core subjects- supporting gaps • Makaton <p>Wave 3 interventions:</p> <ul style="list-style-type: none"> • Buffering tasks (building self-esteem) • Precision Teach • WELLCOM-EYFS and Primary • THRIVE 1:1 • Buddy reading
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	<ul style="list-style-type: none"> • Tasks linked to dyslexia pathway assessment • Attention Autism • Social stories
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the ‘Assess’ element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p> <p>Class teacher will share any concerns they have about any pupil within the class by completing a form outlining anything they have noticed that suggests the pupil needs additional or different support and will bring the SENDCo’s attention. Following discussions and observations, the graduated approach begins, an IPP is put in place to support the plan and assess stage, at the end of the half term, this will be reviewed and a meeting is held around the pupil’s next steps.</p> <p>We also use an online system to track pupil attainment and progress against targets and analyse the progress of each child every half term, discussing the results with the class teacher as part of our Pupil Progress Meetings with the Senior Leadership Team. Each teacher then plans targeted interventions for all children whose progress is causing concern. This might include writing IPPs for the children needing a greater level of support to achieve their best, and which requires input beyond classroom differentiation.</p> <p>In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:</p> <ul style="list-style-type: none"> • Observations • School based test results • Information from parents and carers • Information from the child • Specialised assessments carried out by members of the school’s support services • Information from previous schools or settings • Results from end of key stage assessments • Discussions with adults who work with your child <p>Every term the SENDCo meets with the external support teams. We work closely with Pupil School Support Services, the Speech and Language Therapist, Educational Psychologist and the Communication and Autism Team Worker who, with the consent of the parent/s, regularly come into school to help us to assess the varying needs of our</p>

	<p>pupils and consult with us to make recommendations for the provision we need to make for our SEND pupils.</p> <p>Parents can raise any concern they have about their child with class teacher or the SENDCo.</p>
<p>How are academy resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>The SENDCo leads a team of skilled support staff, who support pupils with a wide range of educational, social, emotional and mental health needs. Our SEND team work with small groups and on a 1:1 basis with pupils who have particular needs. We also try to match the individual expertise of Teaching Assistants (TAs) with specific needs that the children may have. Members of the SEND team are currently specialising in certain areas: ASC (Autistic Spectrum Condition), Speech and Language, Phonics and early reading, Forest School, Mental Health First Aid and THRIVE, in order to be able to offer specialised and tailor-made support for particular pupils.</p> <p>We also have a highly experienced Pathfinder team within the Birmingham Children's Trusts framework, who support families and signposting families to external agencies for particular help and support.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Parents evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENDCo throughout the year.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carers' attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their passport and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with; Class teacher, pastoral team, THRIVE practitioners, Deputy Head and Head teacher</p>

	<p>Learners are encouraged to:</p> <ul style="list-style-type: none"> • Attend extra-curricular clubs • Take an active role within group activities • Take part in pupil voice activities • Attend review meetings • Contribute to target setting and reviewing
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p> <p>The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>We also offer the following Wellbeing Interventions:</p> <p>THRIVE 1:1</p> <p>THRIVE- social groups</p> <p>Forest School</p> <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff. These are written with the support of Office, and then checked and supported by SENDCo and School Nurse if involvement and advise is needed.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this such as different zones of interest in the playground, and have access to the KS1 library.</p>
<p>What specialist services and expertise are</p>	<p>We have access to the following specialist services and expertise:</p>

<p>available or accessible by the academy?</p>	<ul style="list-style-type: none"> • School nurse • Mentoring • Young Carers - accessed externally • Medical – GP, Hospital • NHS outreach • Educational Psychologist • Pupil Support Services • Communication and Autism Team • Occupational Therapy • Speech and Language Therapist • Mental Health – CAMHS / COBS etc • Social Services <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p>

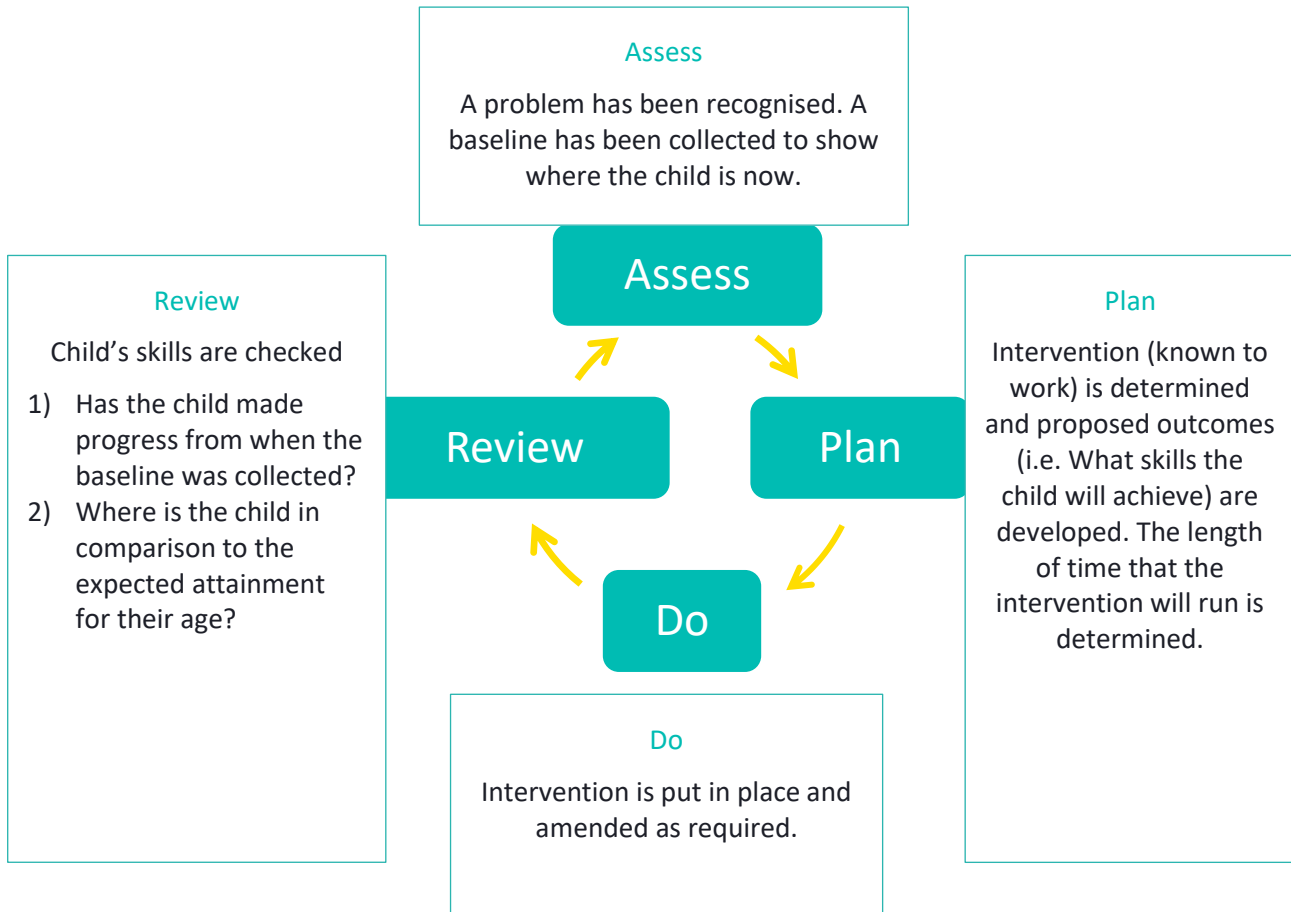
	<p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>When starting at our school:</p> <p>We welcome children into our Nursery and Reception classes with a personal home visit by the Nursery and Reception staff. This allows pupils to meet their teachers for the first time in a familiar environment. These meetings are followed by open days in school, where the children can meet new friends. We meet with the child and their parents/carers to talk about their needs and answer any questions about our school. We meet with staff and share information, including how best we can support them, from the child's previous school or setting. We read reports from people who have worked with the child and discuss these with the child's new class teacher. We can also arrange for transition visits to our school, so that the child gets to see our school properly before they start. Pupils also have a staggered entry into school over a three-week period, to help them get used to their new environment, class and teachers. If we believe a child would benefit from extending this period, we will discuss this with parent/s on a one to one basis.</p> <p>When moving to a new year group:</p> <p>We introduce the child to their new teacher individually. We provide certain children who would benefit, with a transition book that has photographs of the key staff and areas around school to look at during the school holidays. We talk to the child and their family so we can answer any questions they may have about the new year group, and can arrange for pupils to spend more time with their new teacher before the transition if this would help them. We give any adults working with the child or young person their passport or their IPP describing the things that help to support them in school.</p> <p>When moving to a new school:</p>

	<p>We talk to key staff at the new school about things that help the child or young person to learn well and be happy at school. We arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants. We talk to the child or young person and their family so we can answer any questions they may have about the new school.</p> <p>If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at E-ACT Merritts Brook Academy:</p> <p>For academic concerns:</p> <p>Class teacher SENDCo Deputy Head Headteacher</p> <p>For pastoral concerns:</p> <p>DSL Headteacher DDSL Pathfinder Worker</p> <p>If your concern is in relation to your child’s Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher, who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child’s special educational need/s, please contact the SENDCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website: https://merrittsbrookacademy.e-act.org.uk/wp-content/uploads/sites/11/2023/09/E-ACT-Complaints-Policy-and-Procedure-2023.pdf</p>

<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Supporting with reading at home • Completion of homework • Attending parent’s meetings • Attending any meetings specifically arranged for your child • Ensure that any interventions to complete at home are encouraged and supported
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a Behaviour Plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of Headteacher (Behaviour Lead) and reviewed as agreed at the first meeting.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner’s attendance falls below 96%, contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT's Behaviour and Attendance team.</p>
<p>How is the Trust’s Governance involved and what are their responsibilities?</p>	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENDCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT . The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENDCo and/or the headteacher then the E-ACT SEND team can be contacted at the request of parents.</p>

Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



Glossary of SEND Acronyms & Abbreviations

ADD	Attention deficit disorder	LAC	Looked after child
ADHD	Attention deficit hyperactivity disorder	LO	Local offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	ODD	Oppositional defiant disorder

CIN	Child in need	OT	Occupational therapist
CoP	Code of practice	PDA	Pathological demand avoidance
CP	Child protection	PEP	Personal education plan (for looked after child)
CYP	Children and young people	PEEP	Personal emergency evacuation plan
EAL	English as additional language	PMLD	Profound and multiple learning difficulties
EHCP	Education health care plan	PP	Pupil premium
EP	Educational psychologist	SALT	Speech and language therapy
EYFS	Early years foundation stage	SDQ	Strengths and difficulties questionnaire
FAS	Foetal alcohol syndrome	SEND	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	SENDCo	Special educational needs and disabilities coordinator
GLD	Global learning delay	SLCN	Speech language and communication need
HI	Hearing impairment	SLD	Severe learning difficulty
HLTA	Higher level teaching assistant	SpLD	Specific learning difficulty
IEP	Individual learning plan	SPDs	Sensory processing disorders
IRP	Independent review panel	TA	Teaching assistant
ISP	Individual support plan	VI	Visual impairment