

Different types of Special Educational Need

According to the SEND *Code of Practice* 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' (xiii, xiv, pages 4-5, 2014)

The SEND Code of Practice identifies the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

We would categorise a child's difficulties under one of these headings and ask parents' or carers' permission to list the child on the school SEN Register under one or more of these categories, prioritising their needs.

Additional Support

Ensuring that a child's needs are met is about joint collaboration between school and home. For some children, a period of additional 1:1 support in school may be necessary to enable them to access the curriculum.

If the SENCo and parents feel there is a significant, long-term need then the school may apply for some additional high needs funding to support the child. Where the needs of the child cannot be met through support already in place the SENCo, in consultation with parents, may seek to apply for an Education and Health Care Plan (EHCP). The needs of the child must be significant and long term, with less than 3% of all children with SEND having an EHCP in place.

Please arrange a meeting with our SENCo, Miss Davis, for more information.



Emerson Valley School
Aiming High, Caring For All

KEY INFORMATION:

Executive Headteacher: Mrs S Mathison

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Merebrook School

Miss T Hurwood— Head of School

Miss L Elliot—Early Years Leader

Miss K Tibbles—Key Stage 1 Leader

Mrs A Gardner—Learning Mentor

Emerson Valley School

Mrs R White – Federation Head of Inclusion

Mr R Griffin - Head of School

Mrs K Williams – Year 3 Leader

Miss J Thompson – Year 4 Leader

Mr M Stothers – Year 5 Leader

Mrs K Fretwell – Year 6 Leader

Mrs J Avola – Learning Mentor (Years 3 and 4)

Mrs M TWD - Learning Mentor (Years 5 and 6)



Emerson Valley School
Aiming High, Caring For All

Supporting Children with Special Educational Needs and Disabilities (SEND)

Federation Head of Inclusion -
Mrs H White

Our values

All staff working at the Hard Federation of Merebrook Infant School and Emerson Valley School work hard to ensure that the needs of all our learners are met. As Federation Head of Inclusion I work across both schools. My main aim for all children, regardless of any difficulties, is for them to achieve their full potential.

Both schools aim to create caring and vibrant learning environments where mutual respect and high expectation produces resilient, independent learners. We aim to provide a safe and secure environment where children can be happy, creative and confident in their learning and development. We seek to celebrate every individual's talents and successes, developing pride and self-belief. We believe that the environment, experiences and expectation that we provide will allow all children to achieve their potential both academically and personally.

We aim to promote this by providing equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers. We aim to create a seamless transition for all our children from one school to the other at the end of year 2. Please do not hesitate to contact me to discuss any aspect of your child's education. I look forward to working with you to support your child to achieve their best during their time at our schools.



Mrs H White Federation Head of Inclusion

Merebrook Infant School & Emerson Valley School

Who do I talk to?

One of our primary aims as a Hard Federation is to know our children. Senior Leaders, Teachers, Teaching Assistants and Learning Mentors all aim to build strong, trusting relationships with parents and children. We pride ourselves on knowing our children and their families and work hard to support them in any way we can.

As a parent or carer you may have concerns about your child's behaviour, ability, progress or difficulty in a particular subjects. In the first instance, please speak to your child's Class Teacher. They are the person that knows your child the best and will have a really clear idea of their strengths and difficulties and how they are best supported in class. They will then advise you on whether you need to meet with the SENCo or another member of the relevant school team.

The SEND provision at both schools is overseen by our Head of Inclusion, whose main role is as Special Education Needs coordinator (SENCo) across the federation.

How do I contact you?

In the first instance please speak to your child's Class Teacher. Teachers are available at the end of the school day and liaising with them at this time is the best way to make an appointment where a more formal conversation can take place. We would always encourage parents and carers to make contact via this route as your child's Class Teacher is the person that knows them the best. They can they suggest if other members of staff need to be sought out for advice and involvement, for example a Learning Mentor or the SENCo.

However, if you wish to make an appointment directly to see the SENCo, please contact the school office at either Merebrook or Emerson Valley and they will organise this for you at a mutually convenient time.

What support do we offer?

The support your child needs with any aspect of school life is a joint decision between parents or carers and the school. We want to work with you to achieve the best outcomes for your child.

Teachers across both schools are continually assessing your children on an informal basis, but every half term they will carry out more formal assessments in the core subjects. This may highlight specific difficulties and Teachers will then adjust their teaching and the support that your child receives in class to try to address this.

However, some children do require additional 1:1 or small group work, to reinforce key learning concepts. We call this intervention work. This will usually be carried out by our highly qualified teaching assistants during the afternoons sessions. Children will be taken out of class on a rotation basis so that they are not always missing the same lessons. The process is overseen on a regular basis by Miss Davis and progress is monitored to ensure that the support is proving beneficial. Parents are invited to make an appointment to discuss their child's progress with specific interventions as they wish to.

Children that benefit from additional learning time to reinforce key concepts also benefit from continued support at home during school holidays. Teachers and TAs are more than happy to meet with parents or carers to discuss intervention work so that this can be continued by parents at home during these times, if appropriate. We are also able to recommend other resources, for example specific websites, that can help your child maintain consistency with their learning whilst not at school.

As a Hard Federation, staff from both schools aim to work together to share information, resources and expertise. However sometimes it is necessary to seek advice from the Specialist Teaching Team at Milton Keynes Council to enable us to support your children in the best possible way. This will usually be considered an option when there are ongoing concerns about a child's progress or ability in relation to a specific area of their learning or behaviour. This is a consultation process, initially with school staff (usually the SENCo and Class Teacher) to discuss strengths, difficulties and strategies that have already been explored. The process may then extend to classroom observations and consultations with parents should the need be significant enough.