



The SEN Information Report

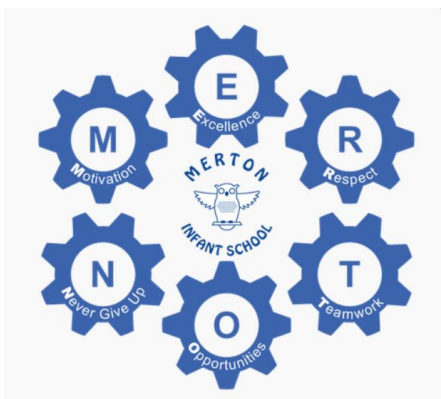
Aiming High, Achieving Together

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Signature of the SEND/Inclusion Governor	L. Di Rienzo

At Merton Infant School our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children as happy, confident, safe and successful citizens.

We strive to live up to our school vision statement: **'Aiming High, Achieving Together.'**

Our children proactively follow our 'Merton' values:



We are a Rights Respecting School and encourage children to understand their rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC). The following articles relate to this SEND Information Report:

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 23

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 28

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

We are committed to offering an inclusive curriculum to ensure that our children achieve the best possible outcomes, regardless of their individual needs or abilities. The Special Education Needs (SEN) Information Report is a duty on schools under section 69 of the Children and Families Act 2014. It is designed to provide an overview of our Special Educational Needs and Disability (SEND) policies, procedures and support given to children with SEND. It includes arrangements for identifying, assessing and making provision for pupils with SEND including our practices and procedures.

We follow the principles of the SEN Code of Practice which are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

Definition of Special Educational Needs and Disabilities (SEND):

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 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
 - requires support that is "additional to or different from that made generally for others of the same age"

1. What are the kinds of Special Educational Needs and Disabilities for which provision is made at Merton Infant School?

Merton Infant School is an inclusive mainstream setting which admits all children and promotes a culture to support children in achieving their potential regardless of their gender, needs or abilities, social background, physical ability, language, religion or ethnic background.

The four broad areas of SEND are:

- Communication and interaction (including Speech Language and Communication Needs (SLCN), Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD))
- Cognition and Learning (Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD) - Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia and Dysphasia)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or physical needs (Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD))

2. How does Merton Infant School know if my child needs extra help?

We recognise the importance of getting to know every child and use this to develop an adaptive curriculum to suit the individual needs of each child. We meet with parents and liaise with children's previous settings to aid a smooth transition into our school in Year R, and in Year 1 or 2 if a child joins our school at a later date, to ensure any specific needs are met. We follow the Graduated Approach of Assess-Plan-Do-Review process of the SEND Code of Practice.

On entry in Year R, we use the statutory Department for Education (DfE) EYFS Baseline Assessment to assess children's early skills in maths and literacy and communication. Additionally, children's language development is assessed using the Language Link screening tool. This assesses children's receptive language development and will provide a standardised score as well as identifying any gaps in learning which require additional support.

Year R children are also screened by the school nursing service in the term in which they turn 5 years old. This screening assesses their height, weight, and eye-sight. Parents are informed directly by a letter from the school nurse and any subsequent referrals to outside agencies are made. If parents or school are concerned about a child's hearing and feel that a hearing test is needed parents need to contact their GP. The GP will refer the child directly to audiology for a hearing test.

In Year 1, children complete the statutory Phonics Screening Check. This assesses the children's phonic knowledge and understanding, blending forty pseudo (not real) words and real words. Parents are notified of this result in their child's annual report at the end of the academic year. If a child does not pass the Phonics Screening Check they are required to re-take it in Year 2.

Year 2 children are also assessed using the Progress in Reading Assessment (PIRA) programme each term. This indicates their reading and comprehension age at that point in time, in comparison to their chronological age.

We pride ourselves on developing strong partnerships with parents in order to share their children's successes and have open communication about any concerns that either parents or we, as a school, may have.

Children may be identified as needing extra help if they are not making expected progress through observation, monitoring and assessment. A change of behaviour in the classroom or learning routine can also indicate that a child may need additional support. Reports and assessments from outside agencies (Occupational Therapy (OT), Education Psychology (EP), Primary Behaviour Service (PBS), School Nurse, Community Paediatrician, Looked after Children (LAC) department, Ethnic Minority Traveller Achievement Service (EMTAS), Child and Adolescent Mental Health Service (CAMHS), Mental Health Support Team (MHST), Speech and Language Therapy (SALT) and Maple Ridge Outreach Support (for children identified with complex needs) may outline a child's specific needs that require accommodating in order to help them access the curriculum and make progress in school.

Staff working with children (class teacher, LSA) will contact school's SEND Team consisting of Headteacher/SENCO, Mrs James, Deputy Headteacher, Mrs Relf, SENCO, Mrs Jones the SENCO Assistant, Mrs Gregory to discuss any concerns that they may have regarding a child's progress in the first instance and will then speak to parents.

Children who require support that is "additional to or different from that made generally for others of the same age" are identified as having Special Educational Needs & Disabilities (SEND) and will be added to the school's SEND register in agreement with parents as SEND Support.

A small number of children who need support that is significantly above and beyond that of other children may require an Education and Health Care Plan (EHCP). An EHCP is for children and young people aged up to 25 who need more support than is available through SEND support. EHCPs identify educational, health and social needs and set out the additional support to meet those needs.

3. What do I do if I think my child has SEND?

We have an open-door policy and are happy to discuss any concerns that parents may have about their child. Initially parents can raise any concerns with their child's class teacher or the school's SEND Team consisting of Headteacher/SENCO, Mrs James, Deputy Headteacher, Mrs Relf, SENCO, Mrs Jones and the SENCO Assistant, Mrs Gregory.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

All staff have high expectations of our children which is promoted by encouraging a thirst for learning which fosters a memorable learning experience. Our school provides a happy, caring, positive and nurturing environment. One in which we prepare our children to manage the challenges and opportunities of their future lives. Within cross-curricular themes we aim to develop independent learning. Through stimulating and practical first-hand experiences children develop self-motivation and inquisitive attitudes to learning. We believe that High Quality Inclusive Teaching (HQIT) underpins supporting children's individual needs and enables them to learn successfully. HQIT incorporates concise and thorough planning and resourcing of lessons, adaptive teaching and robust assessment using statutory Ordinarily Available Provision (OAP) guidance.

Staff use information from observations and assessments to organise the children into ability groups using either small group support or 1:1 intervention. These interventions are closely monitored by the class teacher and the SEND team for their impact and effectiveness. We inform parents when their child is receiving support "additional to or different from" other children as they will be added to the school's SEND register as SEND Support or Educational, Health Care Plan (EHCP). The SEND team oversees all support and progress for children with Special Educational Needs & Disabilities.

SEND Children will have a Provision Map detailing any adapted curriculum / strategies to support the child's learning. These are shared with parents including suggestions about how children can be supported at home. Children who display distressed behaviour may also have an Individual Behaviour Management Plan (IBMP) written to identify specific issues, relevant support in place and key "SMART" (Specific Measurable Achievable Realistic Time-based) targets.

Each term, Pupil Progress Meetings are held where the SEND team meet with the teachers and LSAs in each year group to moderate children's achievements in all areas of learning to ensure that they are on track to make expected progress and meet age related expectations (ARE) at the end of the academic year. A member of the Governing Body monitors these meetings for quality assurance.

Teachers will engage regularly with parents to discuss their children's progress and next steps which may include a referral to an outside agency. Referrals are made with parental consent. Parents will have the opportunity to discuss their child's progress at Parent Pupil Progress meetings with the class teacher and in the Autumn and Spring terms, including an additional review following receipt of their annual report, if requested.

5. How will the curriculum at school be matched to my child's needs?

Support provided to children with SEND is planned by the class teacher and the SEND team based on individual needs. The curriculum will be adapted accordingly using OAP or advice from external advisors. Specific intervention programmes may be chosen to support children's needs. Their progress is reviewed half-termly and support is adapted as required.

6. How is the decision made about what type of and how much support my child will receive?

Through observation, robust assessment and tracking of progress the class teacher and the SEN team identify how to support the individual needs of children. We use specific interventions e.g. 1:1 or small group teaching, 1:1 Precision Teaching, 1:1 5 minute box, daily target readers, Language Link groups, Occupational Therapy (OT) Solent Therapy groups and Speech and Language Therapy (SALT), fine and gross motor skills groups'

Our adaptive teaching may also use specialist equipment / software e.g. WIDGIT visual resources, specialist seat or seating, coloured overlay for reading, Clicker or Now and Next boards.

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

We are an inclusive mainstream school and provide any necessary support to ensure that all children are able to access all opportunities available to them. If it is not possible for a child to take part in an activity as is it considered unsafe, an alternative approach to the same aspect of the curriculum will be provided. Risk assessments are completed and procedures are in place to ensure that wherever possible all children can participate in outdoor activities and school trips. Our school provides ramps into all classrooms, wide door access for wheelchairs, a lift to access the Year R classrooms, toilet frames and disabled changing facilities. Two disabled parking bays are available. We also access specialist support and equipment for hearing or visually impaired and physically disabled children from outside agencies.

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

We believe that children's self-esteem and well-being is at the heart of their success and strive to support children's Social, Emotional and Mental Health (SEMH) through the Spiritual, Moral, Social and Cultural (SMSC) and Relationships, Social, Health Education (RSHE) curriculum and by promoting British Values in everything we do. We encourage children to value themselves and others by respecting rights and tolerating differences. We endeavour to be positive and consistent in our approach and to notice and reward good behaviour.

Good attendance is actively encouraged throughout the school and is rewarded with SAM (School Attendance Matters) Bear visiting the class with the highest attendance each week. Children with 100% attendance are invited to SAM's party each half term. We plan Thrive sessions for children struggling with: self-esteem; social and friendship skills; anger management; emotional awareness; social communication difficulties; loss; bereavement and changes in family circumstances.

9. How is the effectiveness of the provision of SEND support evaluated?

The Senior Leadership Team (SLT) devises a School Improvement Plan annually in consultation with the Governors. An Action Plan for SEND is created which details training for staff or other tasks which would improve the provision for SEND children at the school. This Action Plan is reviewed by the Headteacher/SENCO with an evaluation reported to the SEND Governor termly and Governing Body annually. This evaluation indicates the progress of the SEND children, the effectiveness of SEND provision within school and the financial impact of SEND resources.

All staff have a pupil progress objective as part of the Performance Management process. This is reviewed termly with the Headteacher/SENCO. The impact of any intervention programmes are monitored termly to ensure progress of children with SEND is at least in line with their peers.

The Headteacher/SENCO monitors all Provision Maps termly to ensure the Assess-Plan-Do-Review process is working effectively and to ensure that children are making progress. Termly Pupil Progress Meetings, fortnightly staff meetings and fortnightly SEND team meetings and termly Governor Monitoring days review the progress of children with SEND in the classroom and the impact of any interventions that they may be receiving.

10. Who are the key people responsible for SEND?

- The school's SEND Team consists of Headteacher/SENCO, Mrs James, Deputy Headteacher, Mrs Relf, SENCO, Mrs Jones and the SENCO Assistant, Mrs Gregory.

- The Designated Teacher for Looked After Children is Mrs James.
- The SEND Governor is Mrs Dirienzo.

11. What training is provided for staff supporting children with SEND?

All staff receive regular whole school training. The school's Continuing Professional Development (CPD) programme is planned annually and delivered based on the needs of individual children. This may include: Cued Articulation to support Phonics learning, ADHD, ASC, Trauma, Literacy and Maths interventions, English as an additional Language (EAL), Dyslexia; Safeguarding / Child Protection and First Aid (including the use of EpiPens).

Majority of LSAs hold at least an NVQ level 3 qualification which includes one LSA who also holds BTEC diploma in nursery nursing. We access support from various outside agencies (See Question 3 above) to ensure we can meet specialist requirements. Training needs are identified based on the needs of the children and are detailed in the SEND Action Plan.

12. How are parent carers/young people currently involved in your education setting?

Parents are able to volunteer to help in school e.g. reading with children or helping on school trips. Parents are asked to complete a Disclosure and Barring Service (DBS) check to ensure that they are suitable to work with children in line with our school's Child Protection and Safeguarding policies. We have parents who are part of our Governing Body. We regularly seek parent/carer views via two formal Parent Pupil Progress meetings, annual parent questionnaire, information evenings, year group welcome meetings and our open door policy.

Teachers ensure that children are pro-actively involved in their learning by allowing them to self-assess their work, using Assessment for Learning (AfL) strategies to feedback progress and next steps to children during lessons and by discussing their targets. Children create their class charter at the beginning of a new academic year and have the opportunity to join the School Council, ECO Team and Young Interpreters and to become a School Librarian. We provide Provision Maps for children with SEND which puts them at the centre of the SEND review process. It provides them with a voice enabling them to be part of the outcomes and next steps for their learning. This could be through attendance at review meetings or completion of documentation which contributes to their reviews and next steps.

Attendance of every child is monitored on a daily basis by the school office. Lateness and absence are recorded and reported to the Headteacher/SENCO. Parents of children with persistent absence are required to meet with the Headteacher/SENCO to discuss how to improve their child's attendance where support from school and outside agencies is offered.

13. How can I get involved and who can I contact further information?

If you would like to discuss your child's educational needs please contact their class teacher initially or contact the SEND team to book an appointment. Parents can also look at the SEND Information page on the school website <https://www.mertoninfants.com/send-information/>.

14. What steps should I take if I have a concern about the school's SEND provision?

In the first instance speak to the Headteacher/SENCO. If you have a concern which has not been resolved you can consult the SEND Governor. If you are still dissatisfied with the response to your concerns, please ask for the school's Complaints Policy and follow the procedures identified.

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

School has access to the following outside agencies (Occupational Therapy (OT), Education Psychology (EP), Primary Behaviour Service (PBS), School Nurse, Community Paediatrician, Looked after Children (LAC) department, Ethnic Minority Traveller Achievement Service (EMTAS), Child and Adolescent Mental Health Service (CAMHS), Mental Health Support Team (MHST), Speech and Language Therapy (SALT) and Maple Ridge Outreach Support (for children identified with complex needs)

16. How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

In the summer term, the Year R teachers visit Pre-Schools / Nurseries to meet the children and staff to share information about the child to ensure a smooth transition. Sometimes a transition discussion takes place over the telephone. For children with SEND, a transition or Transition Partnership Agreement (TPA) meeting is arranged with parents and the child's setting.

In July, the Headteacher/SENCO host a parent meeting to share key information about the school and provision on offer. In September, the children follow a staggered entry to school whilst the teachers hold 'Meet the Teacher' discussions with parents.

In the summer term, all year groups have a 'transition' morning where the children visit their new classroom. All staff also have Transition meetings to share information and observe children in their classrooms.

In the summer 2nd half term, Year 2s visit the Junior school for an assembly weekly. They also join the junior children on the playground for joint playtimes.

For each year group, children are given a 'Transition Social Story' which contains photos and simple information about their new environment and staff. Additional visits may be planned according to the child's needs

Safeguarding/Child Protection information is also transferred securely to the receiving school and the Designated Safeguarding Lead (DSL) gives a verbal update.

17. Where can I get further information about services for my child?

Parents can access the school website which contains a host of information including a link to Hampshire's Local Offer website. This sets out in one place information about provision that local authorities expect to be available across education, health and social care for children and young people in their area who have special educational needs.

What is a Local Offer?

The concept was first introduced in the Green Paper (March 2011) as a local offer of all services available to support children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower levels of SEND as well as the options available to support families who need additional help to care for their child.

What will it do?

It will provide you with information about how to access services in your area and what you can expect from these services. With regards to education, it will let you and your child know how schools and colleges will support them.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

If you have any queries regarding anything outlined in this report please contact Mrs James, the Headteacher/SENCO, via the school office who will be happy to discuss these with you.

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AfL	Assessment for Learning
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
CPA	Concrete, Abstract, Pictorial
DBS	Disclosure and Barring Service
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
ELSA	Emotional Literacy Support Assistant
EMTAS	Ethnic Minority and Traveller Achievement Service
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
HQIT	High Quality Inclusive Teaching
IBMP	Individual Behaviour Management Plan
IEP	Individual Education Plan
LAC	Looked After Child
LA	Local Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NC	National Curriculum
OAP	Ordinarily Available Provision
OT	Occupational Health
PD	Professional Development
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapy
SAM	School Attendance Matters
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social and Cultural
SpLD	Specific Learning Difficulties
SMART	Specific Measurable Achievable Realistic Time-based
TPA	Transition Partnership Agreement
VI	Visual Impairment