

# SEN Information Report



*'Learning since 1967'*

*Happy, Hardworking and Caring*

**Last Updated September 2025**  
**Next Review due September 2026**



# Who?

Meet the Inclusion Team



## SENDCO

**Mrs Askey Assistant  
Principal**

## Principal

**Mrs Southern**

## TLSAs

**Mrs Bradbury  
Mrs Bryan  
Mrs Cuerden  
Mrs Davis  
Mrs Derbyshire  
Mrs Hutchison  
Mrs Roberts  
Mrs Spencer**

## Outside Agencies





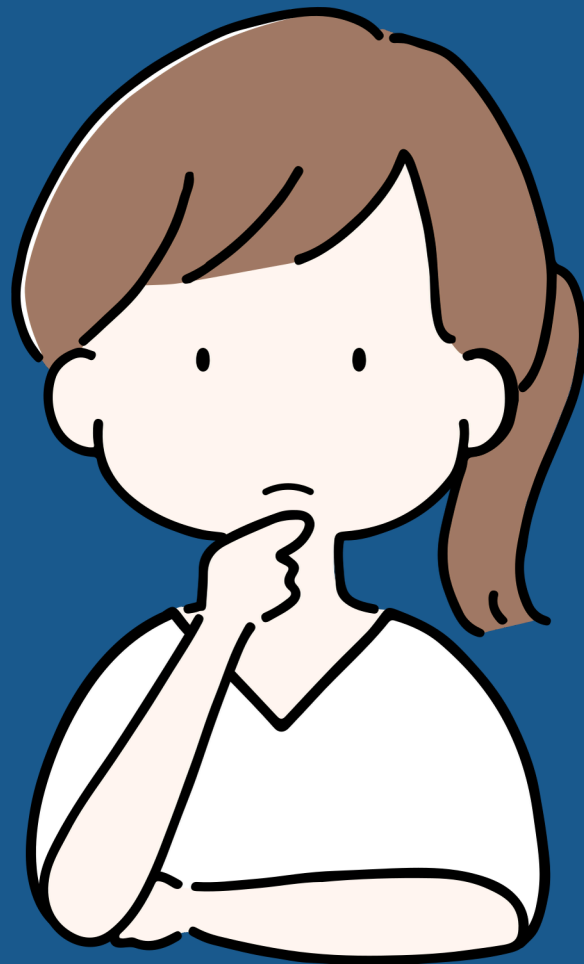
# 1 Identification



# Identification



**How does Meir Heath Academy know if children need extra help and what should I do if I think my child may have special educational needs?**



# Identification



*How do we identify children or young people with SEND?*

**Before a child enters our setting, our staff carry out nursery visits / transition meetings to find out about the children who are due to start with us.**

**This includes discussing whether the child has already received any support for their needs. We also have discussions with any day nurseries if your child has attended a previous setting and this provides details of any outside agency input.**

**If your child has a special need or disability we will:**

- \* Use the Assess, Plan, Do, Review graduated approach to support their needs – this will involve:**
- \* Talking to you about your child's difficulties in learning or disability so we can understand their needs.**
- \* Making an assessment of your child's learning so we know which skills they need to learn next.**
- \* Asking the Special Educational Needs Coordinator to support and advise teachers so that your child can learn in the best way for him/her.**
- \* Having a range of programmes to help children who need extra support in an area of their learning and/or development.**
- \* Checking on progress frequently and inviting you to a meeting to discuss that progress at least once a term .**
- \* Asking for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.**
- \* Telling you how to get in touch with Parent Partnership Services (SENDIASS) who can offer advice and support.**
- \* Informing you about how to make a complaint if you are not happy with what we are doing to support your child.**
- \* Talking to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress.**



# Identification



***What should I do if I think my child or young person needs extra help?***

**If you are worried about your child and think they may need extra help for any reason, please talk to your child's class teacher.**

**The school's Special Educational Needs Coordinator is Mrs Askey and you can contact her via the school office on 01782 393856 or email [meirheathoffice@sbmat.org](mailto:meirheathoffice@sbmat.org)**

***Where can I find the setting/school's SEND policy and other related documents?***

**The school SEND policy and other relevant documents can be found on the school website.**

**<https://www.meirheathacademy.org/special-education-needs>**





# 2 Teaching and Learning Support



# Teaching and Learning Support



**How will you teach and support my child with special educational needs?**



# Teaching and Learning Support



***How will you support children and young people with SEND with or without an EHC plan?***

**We provide support for any child who has additional needs. The class teacher is responsible for high quality teaching to enable all the children to access the learning as far as possible in the classroom. Where appropriate, children may be timetabled for additional small group or 1:1 support to work on specific areas of need with the Teaching and Learning Support Practitioners. These sessions may take place away from the classroom, depending on the intention of the intervention.**

***How does the school plan the support?***

**Additional support is planned on a half termly basis initially, taking into account which other lessons/activities will be missed so that the children get maximum access to a full, broad and balanced curriculum, whilst having their additional needs with particular difficulties met.**

***How and when will I be involved in planning my child or young person's education?***

**Parents are invited to attend the review of their child's additional support at least 3 times a year. Parents will be consulted about any additional support that their child may receive. Parents are also asked to support their child with any homework or additional activities that reinforce the support they receive in school.**



# Teaching and Learning Support



***What additional learning support is available?***

**Support is allocated according to SEND need. Where the level of additional need is greater, there is more support assigned to specific pupils / year groups.**

***How will the school modify teaching approaches to meet my child or young person's needs?***

**We modify our teaching approaches according to the needs of the individual child. Where any outside agency has been involved and any specific requirements have been advised these are shared with all staff working with the child so that they can be incorporated into the teaching.**

***How do you know how effective the school's provision is for children with special educational needs?***

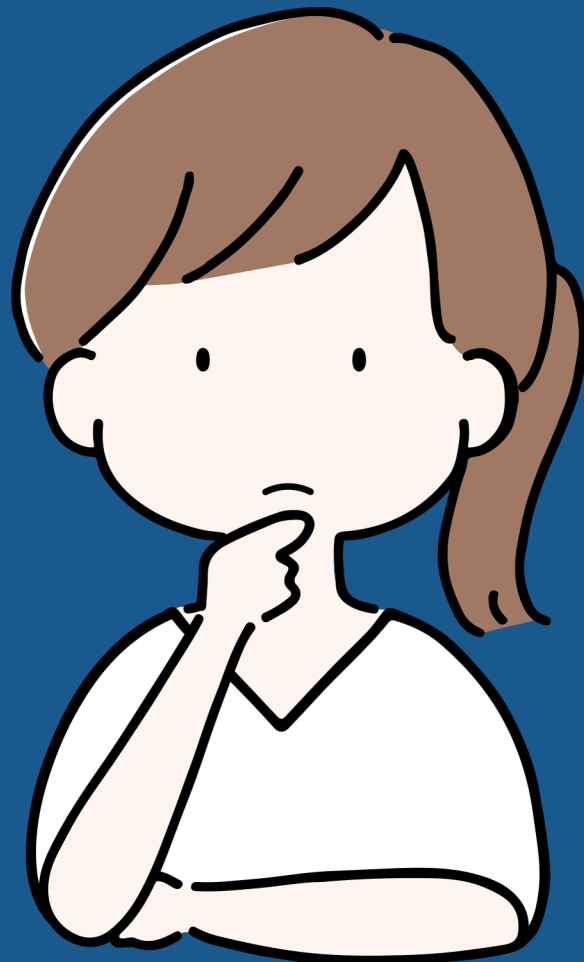
**Any intervention that is used to support a child's needs will have entry and exit success criteria. This may be in the form of a standardised assessment, a questionnaire, samples of work etc. The entry and exit success criteria will be analysed to see where improvements have been made or where an intervention may need adapting. Alongside this, all of the children are assessed at 3 points through the year.**



# Interventions and Strategies



**So what interventions and strategies can you offer for a child with special educational needs?**





# Interventions and Strategies

Strategies to support speech, language and communication needs:-

Word / Topic mats

Pre-teaching and learning opportunities to introduce and rehearse new learning

Black Sheep Press programmes and Speech and Language programmes

Increased visual aids

Individualised speech therapy program set by SALT, followed through by TLSAs

TA support during whole class teaching time

Individual visual timetable

Time to Talk program

Stoke Speaks Out

Advice from outside professionals:

EP, Outreach schools, Advisory Teachers, Speech & Language Therapy Service





# Interventions and Strategies

Strategies to support / develop literacy needs:-

Curriculum planning, activities, delivery and outcome adapted to meet individual / group needs.

Small group - guided teacher / booster sessions.

Use of ICT and iPads.

Pre-teaching of strategies, concepts and vocabulary.

WOW events to capture interest and develop vocabulary.

Toe by Toe individual intervention

The Word Wasp individual intervention

The Hornet individual intervention

Literacy Gold (Dyslexia Gold)

Self and peer assessment

Multi-sensory approach to letter formation and spelling

Write from the Start program

Speed Up writing intervention

Advice from outside professionals:

EP, Outreach schools, Occupational Therapist, SEND Advisor





# Interventions and Strategies

Strategies to support access to the curriculum and a supportive environment:-

Prompt and reminder cards to encourage independence

Awareness of individual learning styles

Pre-teaching and over learning of strategies, concepts and vocabulary

Small group or 1:1 support from Teaching and Learning Support Assistant

Visual timetables

Self and peer assessment

Use of ICT, iPads, whiteboards

Personalised curriculum and timetable

Blinds at windows

Provision of outdoor learning environment

Flexible teaching arrangements

Carpeted floors

Tables and chairs at appropriate heights.

Advice from outside professionals:

School Nurse, SEND Services, Occupational Therapy, EP, Outreach Support



# Interventions and Strategies



## Strategies to support social, emotional and mental health needs:-

Daily meet and greets  
Emotional Coaching  
Circle Time  
Social skills groups  
1-1 behaviour program, e.g. anger management techniques / individual contract / individual reward systems.  
Behaviour contracts  
Let's Make a Deal intervention  
Extrinsic motivation - Dojos, stickers, etc.  
Parental involvement  
TLSA / CT 1:1 support  
Support from SENDCO  
Involvement from SLT  
Individual work stations  
Celebration assembly (weekly) to raise self-esteem  
Class roles / jobs (to raise self- esteem)

## Advice from outside professionals:

School Nurse, SEND Services, EP, Outreach Support, CAMHS



# Interventions and Strategies



Strategies to support physical / sensory needs:-

Pencil grips / specialist pencils / posture support  
Resource to support sensory processing difficulties  
Further adaptations of physical activities (fine and gross motor)  
personalised sensory diets as needed  
Physical adjustments and support as necessary  
Provision of specialist equipment and resources  
Movement breaks  
Use of sensory toolkit, e.g, ear defenders, sensory toys

**Advice from outside professionals:**

EP, Outreach advisory teacher for physical development, occupational therapy, physiotherapist, medical team



# Interventions and Strategies



## Strategies to reduce anxiety / promote wellbeing:-

Training in routines of school day

Regular planned and unplanned meetings with the class teacher and SENDCO as required

Working in teams / as groups / individuals

Support from class teacher / TLSA

Achievements and celebrating success

Use of talk partners

Promoting self-care & personal hygiene

Secondary transition programme for some pupils

Planned transition

Home /school logs / meet and greet arrangements

Referral to CAMHS / Counselling

## Advice from outside professionals:

School Nurse, SEND Services, EP, Outreach schools, CAMHS



# Interventions and Strategies



Strategies to support / develop numeracy:-

TA / Teacher led booster groups

Small booster groups in Year 6

Additional use of visual and practical resources

Power of 2 Programme

Plus One Programme

DFE Mastering Number Programme

Topical Resources Arithmetic

Maths Screen / Sandwell Maths Assessment to highlight areas for development

Regular numeracy basic skills sessions inc. times tables, mental maths strategies, rapid recall

1:1 / Small group programmes

**Advice from outside professionals:**

School Nurse, EP, Outreach schools, SLE for Mathematics





**How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?**





***How will the curriculum and learning environment be matched to my child or young person's needs?***

At Meir Heath we make every effort to know all of our children's needs and ensure the learning environment meets their needs. If you are aware of any resources or strategy that helps your child please talk to our staff.

***How will you (school) and I (parent) know how my child or young person is doing and how will you (school) help me to support their learning?***

There are 3 parent evenings throughout the year which provide opportunities for parents to meet and talk with your child's class teachers and discuss their progress. Rest assured however, that staff will contact you at other points in the year should this be required and you are welcome to speak to the staff at any point. All parents have been given log in details to connect to Class Dojo, which enables information to be shared and individual messages to be sent between home and school. If your child is on SEND Support or has an Education, Health, Care Plan, you will be invited to a review of your child's progress each term. Your child's passport detailing their strengths and areas requiring support will be discussed and changes made where necessary.

***How does the setting/school consult with and involve children and young people with SEND in planning and reviewing their education?***

Any child with SEND will have their input to their pupil passport. They will be consulted 3 times a year to contribute to their review of progress and how they feel they are progressing towards their targets. The children are also encouraged to know what their own next steps are to ensure they know what they need to do to progress.





***How does the school measure outcomes and the impact of the support provided to children or young people with SEND?***

We carry out standardised assessments for the children with SEND to provide a measure of the impact of intervention. The tests used provide measures for reading ability, comprehension, receptive language, memory and numeracy ability. Some of the interventions used in school have inbuilt assessment and the children are able to see the impact of their intervention as part of the support given.

***How will you involve parents and carers in this process?***

Parents are informed of the impact of their child's interventions as part of the three times yearly review process.

***How will you involve children and young people in the process?***

The children are made aware of their progress in each of the tests they have taken as part of the review process.

***Does the school use feedback mechanisms or surveys?***

All the children and parents are given the opportunity to complete a school satisfaction survey. The results from these are analysed and impacted upon.



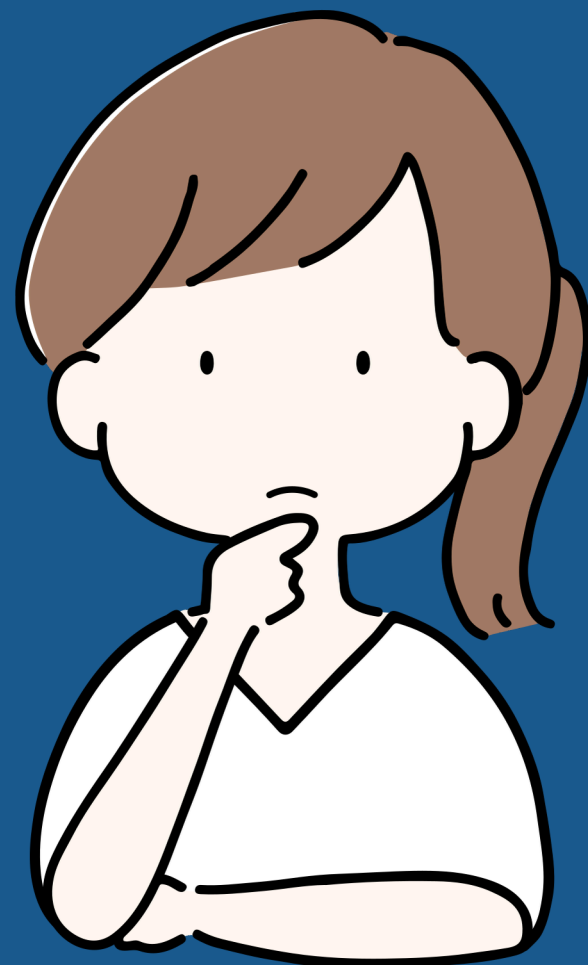


# 3. Keeping Children safe and Supporting Their Wellbeing





**How do you ensure that my child or young person stays safe outside of the classroom?**





### ***What handover arrangements are offered at the start and end of the school day?***

Across Foundation Stage and all key stages, staff are positioned on the gates / yard / doors every morning to greet the parents and children and provide them with a warm welcome into school. Staff are also positioned on the gates/doors and yards at the end of the school day, where staff hand over each child to the adult collecting them. Children will not be released into the care of any unfamiliar or unknown adults without prior notice from their parent. If your child arrives late to school, you must accompany them to sign in at the office.

### ***What support is offered during breaks and lunchtimes?***

At lunchtime, midday supervisors and other members of school staff are posted on each area of the school yard. If children require a different approach to play and lunchtimes we adapt them to ensure your child has the most successful playtime as possible.

### ***How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)***

Staff/ pupil ratios are adhered to for all out of the classroom activities. We ensure any actions for a child with a care plan for their health needs are met whether in school or taking part in out of school activities. Individual risk assessments are completed as required.

### ***What are the setting/school's arrangements for undertaking risk assessment?***

Risk assessments are carried out for any activity where there is some form of risk anticipated.





**How will the school manage my child's  
medicine or personal care needs?**





***How does the setting / school manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?***

We follow the requirements of the latest DFE advice. Any medicines that are required to be taken are kept in the school office in a locked cupboard. Parents sign a form to detail when and how they need to be taken. Any toileting or eating needs are managed sensitively and in consultation with the parents to agree the best approach and special menus to meet the child's dietary needs are drawn up in consultation with our Catering Company.

***What would the setting / school do in case of a medical emergency?***

In the case of a medical emergency, an ambulance is called for and parents contacted. Any child's care plan will detail what should happen in an emergency and other pupils will know in general terms, such as informing a teacher immediately if they think help is needed.

***How does the setting / school support children who have to take time off for medical appointments?***

If a significant amount of time is needed to be taken for medical reasons school work will be provided for the child to complete at home once they are able to do so. This may involve the child having their school iPad at home to access remote learning. Staff will complete regular wellbeing check with the pupil.

***How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?***

Where a care plan is necessary staff work with the family (and nursing service where appropriate) to draw up the elements of the plan and then copies and training are given to all staff working with the child and a separate copy is kept in the medical file.





**What support is available to assist with my child or young person's emotional and social development?**





## ***Does the setting/school offer a counselling service and or learning mentor?***

**Meir Heath Academy provide daily pastoral support, e.g. meet and greets, emotional coaching for pupils with SEMH needs. We have been accepted on to the Wave 12 of the Staffordshire Schools Mental Health Support Programme and the school will be allocated a School's Mental Health Support Practitioner in the spring term. This will help to develop and enhance the school's offer and provision for emotional wellbeing support.**

**If there are significant concerns about the emotional welfare and needs of your child and the school level support has not proved to have had a significant impact, we can also refer to the Child and Adolescent Mental Health Service (CAMHS) who can work with the parent(s) and child to try to enable them to move forwards.**





**What support is there for behaviour, avoiding exclusions and increasing attendace?**





***See slide Numbers 15 & 17 for a summary of strategies/interventions  
We use Dojos to support our behaviour policy. Children can earn Dojos for displaying the school values and are rewarded with Bronze, silver, Gold and platinum awards as they achieve certain amounts of Dojos. The senior leadership team are involved in presenting the various awards and the children are presented with certificates and their success recognised in the whole school celebration assembly.***

***We can set up individual / group reward / incentive charts, personalised to your individual child, should their need benefit from this.***

***Our inclusion team, led by Mrs Askey (SENDCO) support children's wellbeing and will offer supportive strategies to the staff working daily with the child.***

***Our staff work hard to build strong relationships with the children. For some children, there may be one or two members of staff who they relate well to. We look for the child's strengths and interests and try to use these to work in a proactive, positive way with any child who may need enhanced support to manage their emotions and the way they respond to these.***



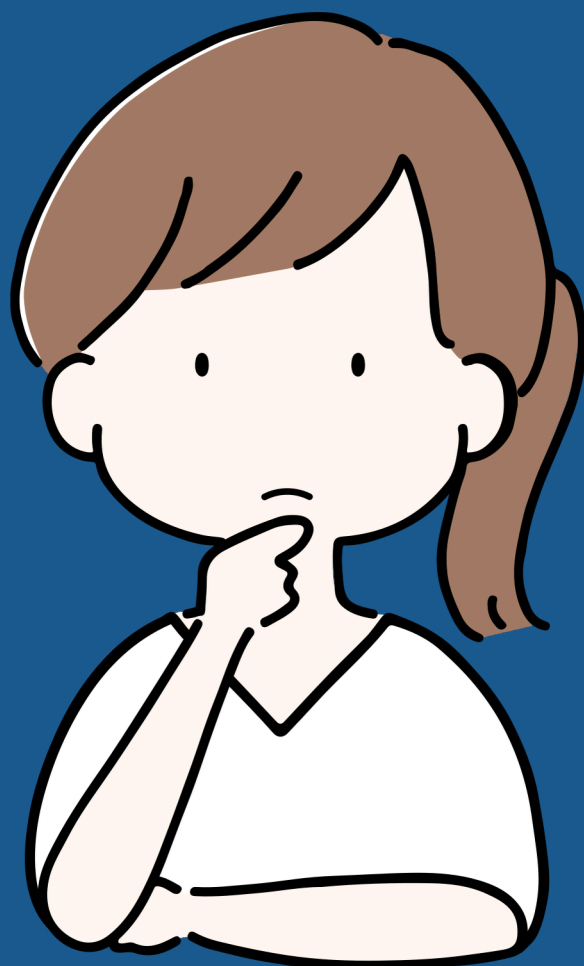


# 4. Working Together & Roles





**What areas of expertise are available in the school in relation to SEND?**





***Does the school have any areas of expertise with specialist staff, and what are their qualities?***

***All staff have received training in autism awareness. Two members of staff have been trained in attachment difficulties and emotional trauma. Some teaching and learning support staff have received training for supporting girls with Autism. Teacher and teaching and learning assistants receive on-going training in relation to individual pupil's needs. Our teaching and learning support assistants have been trained in a number of intervention programmes, in order to support children with a range of needs. All teaching and learning support staff have received training in Lego therapy, RAMP and other social and emotional intervention. Staff receive training on intervention programmes and strategies regularly from outside agencies, based upon individual pupil need.***





***What ongoing support and training is in place for staff with regard to supporting children and young people with SEND?***

***All staff receive ongoing training in special educational needs and disabilities to raise awareness, knowledge and understanding of SEND.***

***Who is the SEND co-ordinator and how can I contact them?***

***The SEND co-ordinator is Mrs Askey. You are welcome to make an appointment, via the school office, to speak with Mrs. Askey regarding your child's needs, either in person, over the phone or via email.***

***What roles do your governors have and what does the SEND governor do?***

***The SEND governor is Mr. Spencer. Mr Spencer meets with Mrs Askey termly, to strategically discuss the provision and impact of our SEND report. He will then provide a report for the Governing Body.***





## ***How will my child or young person be supported to have a voice in the school ?***

***Where appropriate, according to age, aptitude and ability, you child will be involved in discussing the additional support provided for them. If they have a pupil passport detailing their needs, they will have the chance each term to add their comments and will be involved in the review of their provision 3 times a year. All of our children are encouraged to stand for various roles within the school, for example, School Council, Eco Council, Bistro Buddies and Play Leaders.***





***What opportunities are there for parents to become involved in the school or to become governors?***

***Parents are encouraged to apply for the position of Parent Governor (when a position becomes available on our governing body). If appointed, there are a number of Link Governor responsibilities which they can express their interest in.***

***Throughout the school year, there are a various opportunities for parent to come into school and to share learning with their child, for example, Big Art Sessions, Go Outdoor Sessions, Family Assemblies, Special Person Lunches, OPAL Play Sessions and performances.***





## ***What help and support is available for the family through the school?***

***We support families through Earliest Help and the Early Help Framework.***

***We work alongside other professionals, as appropriate, in a multi-agency capacity, to strive towards achieving the best outcomes for the child and family. We pride ourselves on our work with our families and like to think that we get to know our families well enough to know when work collaboratively, and to know when more support may be needed.***

***we signpost or refer into a range of services to meet their needs. We are here to listen and help in the best way we can.***

***We also work closely with Children's Services and Social Care, in order to support our families who meet the Level 4 Safeguarding criteria. We have robust systems in place in school to ensure that all of our children are safeguarded and that any concerns are reported to the safeguarding officer.***





# 5. Inclusion & Accessibility





**How will my child be included in activities outside of the classroom, including trips?**





***What activities are available that can be accessed by children with SEND in addition to the curriculum?***

***All of our lunchtime and after school clubs are available for any child and if adaptations need to be made to ensure a child is able to access the club, then these will be discussed with the child and parents / carers, so that these can be made accordingly.***

***Do you offer holiday / and / or before and after school provision?***

***There is before and after school provision, which is operated by a Private Day Nursery (Blythe Bridge Day Nursery) on our school site, it is called Kids Aloud and further information can be obtained by contacting Blythe Bridge Day Nursery on the following numbers:***

***01782 399324 or 07501221488 alternatively look on Blythe Bridge Nursery's Facebook page.***

***During the school holidays Bee Active run Holiday Clubs at our school. See the Bee Active website for further information.***





***What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?***

***The after-school club provision changes termly but there are a host of clubs which run on various days. A club letter is sent out at the start of each term for your child to choose what they would like to join. There may be a small fee for some of the clubs, to cover the cost of the provider or resources, this will be detailed on the termly club letter as appropriate.***

***There are also a number of peripatetic music teachers who offer lessons for a weekly price, please contact the school office for further details.***

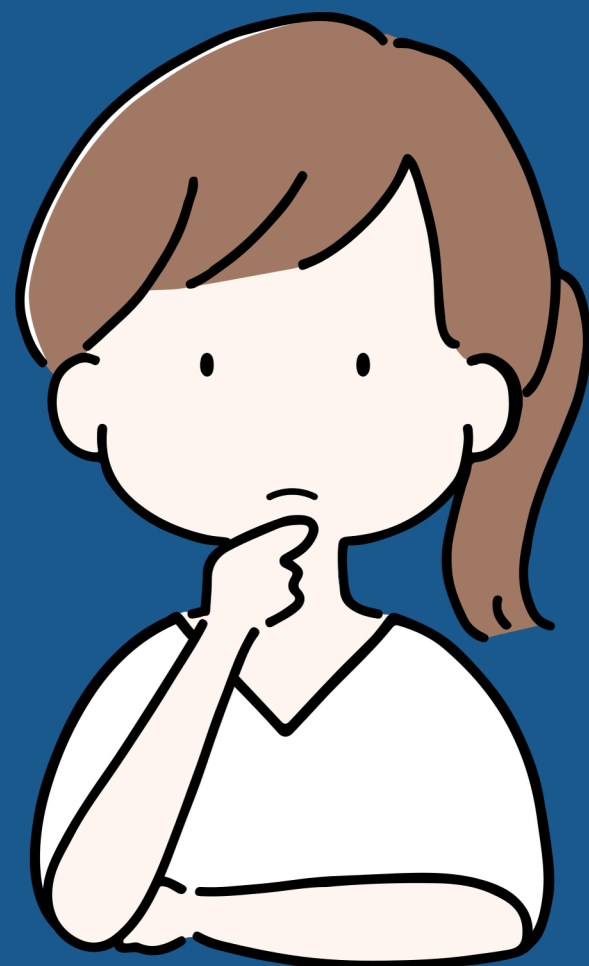
***How will you help my child to be included?***

***All children are encouraged to participate in the after-school club provision, should they wish to. Their needs are taken into account when planning the activities and any amendments which need to be made will be discussed with the child and parents / carers prior to the child starting at the club.***





**How accessible is the school?**





***Is the building fully wheelchair accessible?***

***Yes***

***Are there disabled changing and toilet facilities available?***

***No***

***Do you have allocated parking areas for 'pick up and drop offs'?***

***No***

***Where can I find the school's Accessibility Plan?***

***The school's Accessibility Plan can be found on the school website.***

***How are SEND students supported to access those facilities available to***

***all students? reasonable adjustments to ensure that children with SEND are able to access all of the facilities and curriculum offer.***

***Have there been improvements in the auditory and visual environment?***

***We follow the advice from the Visual Impairment, Hearing Impairment and Specialist Outreach Services to make our environments as accessible as possible.***





***How do you communicate with those whose first language is not English (including parents / carers)?***

***We have a number of bilingual staff who work within our Multi-Academy Trust, who we can call upon for support if required. We may also use Google Translate and other AI services such as ChatGPT. We will request a translator through the local authority support services.***

***Is there any specialist IT software or equipment available and used within the setting?***

***All children from Year 1 upwards access an individual iPad to support and enhance their learning daily. These are also able to be used for remote learning at home in cases of exceptional circumstances, the child is not able to attend school for a period of time.***





# 6. Transition





**How will the school prepare and support my child to transfer to their next education setting?**





## ***How can parents arrange a visit to your setting?***

***Appointments to visit our school can be made by contacting the school office on 01782 393856.***

## ***How will you prepare and support my child to join your setting?***

***Prior to your child starting at our school, you and your child will be invited to attend at least one transition meeting with the school's SENDCO, Mrs Askey, and the class teacher. Any other professionals who are involved with the care of your child, will also be invited to attend. The meeting will enable school staff to meet you and your child and to understand your child's needs and to plan the provision required. If your child is joining our school, they will be assigned a buddy to help them become familiar with the building, routines and systems. They will have the chance to meet the staff they will be working with on a daily basis and will be encouraged to ask any questions they may have. They will be asked about their likes and interests so that we can try to make them feel settled as soon as possible.***





## **How will you prepare and support my child to move on to the next class or school?**

***When your child moves to their next class, they will have transition sessions to get a taster of what the next class will be like. This aims to alleviate any concerns and give the teachers the chance to meet and get to know the children prior to September. All assessment records are passed up to the next teachers and any information about additional needs are shared so that your child is fully included from day one.***

***When it is time for your child to move to secondary school, there will be transition days for all children in Year 6 and then each of the high schools will put on extra sessions for children with additional needs so that they feel more comfortable and ready for the move in September. All records and information about your child is passed to the next school and conversations are held between our school SENDCO and the high school SENDCOs to ensure that interventions and support can be maintained or adapted appropriately.***





# 7. Additional Information





***What other support services are there who might help me and my family?***

***The Parent Partnership Service, SENDIASS is available to support families.  
No***

***When was the above information updated, and when will it be reviewed?***

***The SEND information Report was last updated in September 2024, January 2025 and it will be reviewed annually.***

***What can I do if I am not happy with a decision or if I have a concern about what is happening in school?***

***If you are not happy about a decision or something that is happening in school, please speak with your child's class teacher in the first instance. If you require further assistance then please request to speak to the SENDCO. If you are still not happy, then you can speak to the Phase Leader. If after this, you still have concern, then you can speak with the Principal. All will do their best to help you with your concerns.***

***Where can I find the Local Authority 'Local Offer'?***

***Stoke on Trent Local Offer***

***<https://localoffer.stoke.gov.uk>***

***Staffordshire Local Offer***

***<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>***

