

MERTON EDUCATION PARTNERSHIP

The Local Offer from schools, settings and colleges

The Sherwood School SEN Information Report



Inspire. Learn. Grow.

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1. How does The Sherwood School know if child/young person needs extra help?

The Sherwood School is a Community Primary School. We provide a mainstream education for children from the term after their third birthday in the nursery class to year 6.

At The Sherwood School we assess a child's skills and attainment during their first few weeks at the school, to build on information passed to us from previous settings, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil has a Special Educational Need (SEN). When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (High Quality Teaching), or whether something different or additional is needed. We support the needs of the pupils with SEND according to the four categories outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years.

They are:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

	<p>At The Sherwood, staff are committed to the early identification of special educational needs. You and your child will be informed and involved in the decision-making process so that they receive the most appropriate support.</p> <p>The SENDCO (Special Educational Needs and Disabilities Coordinator) may observe or work with a child to support teachers and support staff to select appropriate resources or intervention programmes which will target the child's primary need. Staff may also liaise with external agencies (e.g. Early Years Inclusion, Speech and Language Therapy or health professionals such as community paediatrician etc.) to identify a child's primary need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory or Physical Needs) and gain recommendations and advice.</p>
<p>2. What should I do if I think my child/young person may have SEND?</p>	<p>In the first instance, parents/carers should speak to their child's class teacher about the concerns they have relating to their child's academic progress or well-being.</p> <p>We pride ourselves on building positive relationships with parents. We are open and honest with you and hope that you are able to do the same with us. Staff strive to be flexible but we encourage families to make an appointment to speak with them. Parents should never worry about sharing their concerns with the class teacher. Concerns will always be taken seriously and due consideration given to a mutually agreeable resolution. At this point, options for further support (e.g. intervention programmes, small group class support, target setting during SEN Support Plan meetings) can be discussed and planned for.</p> <p>If your concerns are ongoing, you may need to speak to your child's Phase Leader or the Special Educational Needs/Disability Coordinator (SENDCo). If you are unsure of the relevant person to contact, please ask us and we will direct you to the relevant member of staff.</p> <p>Staff, including senior leaders, are on duty in the playground before and after school each day. You can also contact us by telephone or via the school email. We will arrange a mutually convenient meeting time, so that we can discuss your concerns and agree on the next steps to support your child's learning.</p>

	<p>Further information regarding support available can be found in Merton's Local Offer found on their website: http://www.merton.gov.uk/learning/edinclusion/sendis/sen.htm</p>
3. How will I know how The Sherwood School supports my child/young person?	<p>Our school website details how The Sherwood School supports a child or young person with SEN/D https://www.thesherwoodschool.co.uk/school-policies/ . Additional information can be found in the following policies:</p> <ul style="list-style-type: none">• The SEND School policy• Supporting Pupils with Medical Need• The Intimate Care policy• Mental Health and Wellbeing Policy• First Aid Policy <p>We will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none">• Everyone develops a good understanding of the pupil's areas of strength and difficulty• We take into account the parents' concerns• Everyone understands the agreed outcomes sought for the child• Everyone is clear on what the next steps are <p>We will formally notify parents when it is decided that a pupil will receive SEN support and parents will receive a copy of the agreed outcomes and targets.</p> <p>If a child has a special educational need, their specific needs are recorded on a support plan which is reviewed termly by the class teacher in consultation with pupils and parents/ carers. These plans also detail the inclusive strategies that the school uses to support and promote effective engagement in the classroom and identify specific targets that the school, with support from families, will help the child to achieve in order to enhance their progress.</p>

	<p>Our Special Educational Needs and Disabilities Coordinator (SENDCo) oversees the support and progress of children requiring additional support across the school. The SENDCo will work with the class teacher who has responsibility to oversee, plan and work with each child with Special Educational Needs and Disabilities in the class to ensure that progress is made. Pupil progress is tracked and monitored on a termly basis by teachers and the leadership team.</p> <p>If your child is identified as having a special educational need, termly SEN Support Plan meetings are held with the class teacher to review and set new learning targets for pupils (both long and short term targets). You will be invited to attend this meeting and will have an opportunity to discuss and set targets and ask questions.</p>
<p>4. How will the curriculum be matched to my child/young person's needs?</p>	<p>The Sherwood School is an inclusive environment.</p> <p>All teachers plan to include every child in their lessons and work is provided at an appropriate level to enable children to access learning and make good progress.</p> <p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.</p> <p>This will draw on:</p> <ul style="list-style-type: none"> ● The teacher's assessment and experience of the pupil ● Their previous progress and attainment and behaviour ● Other teachers' assessments, where relevant ● The individual's development in comparison to their peers and national data ● The views and experience of parents ● The pupil's own views ● Advice from external support services, if relevant <p>We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Teachers are responsible and accountable for the progress and development of all the pupils in their</p>

	<p>class. High quality teaching is our first step in responding to pupils who have SEN. Teachers use a range of teaching and learning styles to ensure that pupils of all abilities are able to access the curriculum. When planning lessons, we make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> ● Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ● Adjusting our resources and staffing ● Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ● Adapting and adjusting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. <p>Some children with special educational needs may take part in a specific intervention that directly addresses a difficulty they have. We have highly effective and experienced teaching assistants who are trained to support high quality teaching in the classroom and are able to deliver specific interventions as appropriate. Teaching assistants can support pupils in small groups as directed by the teacher. All members of staff who work with the pupil will be made aware of their needs, the outcomes sought, the additional support provided, and any teaching strategies or approaches that help them. Where appropriate we also seek advice and guidance from external specialists.</p> <p>Some pupils may be identified as requiring additional adult support. This is usually in class but is sometimes in small groups or individually with another member of staff. Staff use a range of teaching styles to differentiate learning so that all pupils access a broad, balanced curriculum at their own level.</p>
<p>5. How will the school know how well my child/young person is doing?</p>	<p>As a school, we measure children's progress using detailed assessment criteria. Teachers use lesson evaluations, observations and marking to continually assess and plan the next steps for pupils. Learning is planned carefully to build upon pupils' prior learning.</p> <p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> ● Reviewing pupils' individual progress towards their goals each term

	<ul style="list-style-type: none"> ● Reviewing the impact of interventions each term ● Using pupil questionnaires ● Monitoring by the SENCO ● Reviewing SEN support plans to measure progress ● Holding annual reviews for pupils with EHC plans <p>Pupils respond to comments/colours used in marking to self-assess their learning. Support staff provide class teachers with feedback after each lesson or upon completion of an intervention program so that teachers can appropriately the next steps for the child.</p> <p>Termly assessments are shared in pupil progress meetings with staff. Pupils who are not making expected progress are identified and further support to help them progress is discussed. We use specialist assessments such as The Boxall Profile which measures social and emotional development. We may observe the pupil by way of incidental and targeted observations; use feedback from external agencies such as an Occupational Therapist and/or collect the views of the child, parents or other adults who work with the child.</p> <p>Annual Reviews are held for pupils with an Education and Health Care Plan (EHCP) and SEN Support Plan meetings are held termly with school staff, parents and children. If your child has not met a target, then the target may be adapted into smaller steps or a different approach may be tried to ensure they make progress.</p>
<p>6. How will I know how well my child/young person is doing?</p>	<p>We aim to build a partnership with parents so that you are kept informed and involved in your child's learning. All parents and carers are invited to meet with class teachers on a termly basis. Formal and informal meetings are offered to parents with teachers, support staff, the SENDCo and Head teacher if requested, in addition to parent/carer consultation evenings. If staff have a concern about the emotional well-being of your child, they will discuss this with you and may offer emotional literacy or nurture group support.</p> <p>Parents of pupils with special educational needs may be invited to termly SEN Support Plan meetings to review progress and set new targets. If your child has an EHC (Education, Health and Care) plan, an annual review is held according to the guidance in the SEN Code of Practice.</p>

	<p>Pupil reports are written and shared with families of pupils on a termly basis, at our parent/carer consultation meetings, and a more detailed written report is shared at the end of the academic year. You will be invited to participate and set targets for your child during SEN support plan meetings. During these meetings, you will have the opportunity to review your child's progress against the previous targets that had been set. SEN support plan meetings are conducted on a termly basis.</p> <p>If you have a query about the progress of your child outside of these times, you should contact your child's class teacher in the first instance who will be able to update you. You may be asked to arrange a meeting at a convenient time.</p>
<p>7. How will you help me support my child/young person's learning?</p>	<p>At The Sherwood, we recognise the importance of regular communication with parents to inform you about your child's progress. Parents are invited to participate in workshops (e.g. phonics, ELSA, Mathematics) and coffee mornings. A Home Learning policy offers advice and strategies to help parents support their child's learning at home and parents are invited into school to learn more about whole-school initiatives.</p> <p>Parents are encouraged to attend SEN Support Plan meetings and are offered strategies and resources to allow them to work on targets set at home. Parental views about targets and how best to support their child are encouraged during these meetings. Parents are invited to meet with external agencies working with their child to share their views.</p> <p>Parents whose children have a diagnosis of Autism Spectrum Condition (ASC) or Attention Deficit Hyperactivity Disorder (ADHD) can be signposted to Merton Autistic Parent Service (MAPS) for specialist support. Staff may signpost families to websites to help support with learning. We signpost all families to resources and links on our school website that can support with learning. The SEND Inclusion page, Mental Health page and Speech and Language page on our website offers links to resources to support pupils with additional needs.</p> <p>A link on our website signposts families to information regarding Merton's Local Offer, please click here (Local Directories SEND Local Offer) for more information.</p>

	<p>Home learning is set and shared with families on a weekly basis. Parents and carers are encouraged to ask questions about home learning should they require additional support completing tasks at home with their children. Parents should ask to speak to the class teacher and any questions will be taken seriously by staff.</p> <p>Pupils with SEND may benefit from additional support at home. School can offer home / school reward charts to support wellbeing at home and positive parenting. All classrooms use Visual Timetables. An adapted copy of this resource may be shared with families for use at home if this has been recommended by professionals and is of benefit to the child.</p>
<p>8. What support will there be for my child/young person's overall wellbeing?</p> <p>How will my child/young person's personal or medical needs be met?</p>	<p>At The Sherwood, staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and they will liaise with the Special Educational Needs and Disabilities Coordinator if further provision is needed. We have ELSAs (Emotional Literacy Support Assistants) who work with individuals and Nurture groups in a safe, secure environment.</p> <p>In some circumstances external agencies such as Health and Social Services, and the Virtual Behaviour Service (VBS) may become involved. We have Emotional Wellbeing Practitioners (EWPs) who are available to support families at The Sherwood School. You can self-refer to this service by using the referral form on our school website. If you prefer, you can speak to the class teacher or the SENDCo to request a referral. Staff may also signpost families to this support if they believe this would be in the best interests of the child.</p> <p>All staff and children have the right to come to school without fear of being bullied. Staff and children also have a responsibility to ensure bullying is not tolerated at The Sherwood School by reporting any incidents immediately so they can be dealt with straight away. Children are encouraged to speak to their teacher or to leave a message in the class Worry Monster. They can also see one of our ELSAs in the Sunshine room. If you have any concerns, please speak to your child's class teacher.</p>

	<p>Behaviour is managed with in line with our policy which is available on the school website. Reasonable adjustments are made to support children where necessary. If a child has social, emotional or mental health difficulties an Individual Behaviour Plan (IBP) is written with the child and parents to identify the specific issues, put relevant support in place and set targets. This is reviewed on a regular basis. A risk assessment may also be put into place to ensure that they are kept safe at all times.</p> <p>Supporting Medical Needs</p> <p>Our staff team are trained in managing day to day medical requirements such as epilepsy and allergy medication. Our school nurse can help us develop medical risk assessments for children who have diagnosed medical conditions. Our class teachers (with the support from the school nurse) completes, or updates, risk assessments as required. Children with significant medical needs risk assessments are signed off by the school nurse in collaboration with the NHS Specialist Nursing Team and shared with all relevant staff members.</p> <p>Where a child has an underlying medical need, it is parental responsibly to contact the class teacher, school office or SENDCo and inform them of any medical needs. Parents and carers may be invited to complete a health care plan which is shared with staff working with the child. The School Nurse will be contacted to advise on the initial health plan and to ensure that staff are trained if necessary. If medication is to be taken during the school day, as recommended by Health Professionals, the class teacher and office staff must be informed. Parents must give permission for office staff to provide their child with medication. Staff have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations. Teaching assistant staff, midday supervisors and office staff are first aid trained. For further information, please read the Medicines in School policy on our website.</p>
<p>9. How will my child/young person be able to contribute their views on how</p>	<p>We are a UNICEF Gold Rights Respecting School and we value and celebrate each child being able to express their views on all aspects of school life. Pupils are encouraged to self and peer assess their work and respond to teacher comments. Pupils are also involved in target setting for core subjects.</p>

<p>things are going?</p>	<p>All pupils are encouraged to contribute to pupil questionnaire throughout the year. Our School Councillors feed back to the PSHE lead on a regular basis. An annual pupil questionnaire for pupils with EHC (Education, Health and Care) plans is used to seek the viewpoints of children. Children with SEN Support Plans discuss and set their targets with their class teacher and offer their views on what they enjoy and find difficult. We also write One Page Profiles so children can share important information about themselves with their new teachers.</p>
<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<p>Our Special Educational Needs and Disabilities Coordinator has been awarded the National SENDCo award. We have trained teaching and support staff: one ELKLAN trained speech and language teaching assistant and two Emotional Literacy Support Assistants (ELSAs).</p> <p>We work with the following agencies to provide support for, and receive advice about, pupils with SEN. This includes:</p> <ul style="list-style-type: none"> ● Emotional Wellbeing Practitioners ● Children’s Services (Social Services) ● Educational Psychologists ● Speech and Language Therapists ● Early years inclusion team ● Visual and Hearing impairment services ● Occupational Therapists ● School nursing ● CAMHS in school (Child & Adolescent Mental Health) ● Medical Specialists <p>Since 2019, we have been part of an NHS Trailblazer project which provides families with access to an Emotional Wellbeing Practitioner who can offer strategies to address mild to moderate anxiety and behaviour difficulties in children. From Summer term 2021 to Spring term 2025, we worked closely with our Speech and Language therapist who was available on site for two days a week. This support was in place due to our research project which was funded by the Speech Language and Hearing Foundation.</p>

<p>11. What training have the staff supporting the child/young person and young people with SEND had or are having?</p>	<p>The school SENDCo has been awarded the National Award SENCO accreditation.</p> <p>We have trained teaching and support staff: one ELKLAN trained speech and language teaching assistant and two Emotional Literacy Support Assistants (ELSAs).</p> <p>Staff at The Sherwood receive regular training in different areas of SEND and medical needs. Audits of need are carried out so that staff receive appropriate training to meet the needs of pupils in our school. Staff are trained in understanding and implementing new policies and initiatives (e.g. the SEND Code of Practice), and meeting pupil needs for example: communication needs and dyslexia. Teaching and support staff have undertaken training to support pupils with an Autism Spectrum Disorder (ASD). All teaching staff have received training from CAMHS to support pupil's emotional regulation.</p> <p>Safeguarding and child protection training is regularly updated, as is medical training in Anaphylaxis awareness (allergies) and asthma. Diabetic awareness training, Sickle Cell Anaemia and Thalassemia awareness training is undertaken when appropriate.</p> <p>Teaching assistants are trained to deliver intervention programmes including Story Champs, Precision teaching, Trugs intervention and TALC screening and are also trained to deliver reading and spelling/phonics programmes.</p>
<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful (e.g. providing alternative transport where possible). Pupils eligible for free school meals are entitled to free lunches, including a packed lunch on any visits. Staff ratios follow guidelines but additional support will be given if necessary. We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day to ensure they feel safe and confident to take part in the school visit.</p> <p>A risk assessment is carried out by the class teacher prior to any off site activity to ensure everyone's health and safety is considered carefully. This risk assessment is undersigned by the Head teacher. If an individual</p>

	<p>risk assessment is required, we will write this in order to ensure that everyone is fully included and needs are met.</p>
<p>13. How accessible is the school environment?</p>	<p>We make every reasonable adjustment possible. The school site is across two levels. To be accessible to all, we would make adjustments to locate a class downstairs if required. There is a disabled toilet on site along with a smaller toilet with a handrail. Where possible, the school and SEND budget will be used to make necessary modifications for a pupil to access the school environment safely.</p> <p>For families who speak English as an additional language, home language translators are available to support parents in meetings with staff. We also encourage parents to bring family or friends to translate if they feel more comfortable.</p> <p>Staff use recommendations for Merton’s visual and hearing impairment team to ensure that pupils with auditory and visual impairments are able to access learning and the school environment safely.</p>
<p>14. How will the school prepare and support my child/young person when joining The Sherwood School, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<p>We arrange opportunities for new children to visit the school prior to starting.</p> <p>New pupils starting in the Nursery or Reception classes will also receive a home visit to support and develop relationships between staff and pupils. For children with SEND, we actively encourage further visits to help pupils to become familiar with their new surroundings. This is encouraged both when joining our school and when transferring to secondary school. An ‘All About Me’ form will be completed by the parents of Early Years pupils to inform staff about their child’s likes, dislikes and needs.</p> <p>When children move to a new year group, teachers have hand-over meetings where they receive information about the attainment and progress of the new class and about any special needs and requirements. Other actions that support some children to transition smoothly include special books which help the child familiarise themselves with the new classroom, changes to routine and the new adults they will be working with, new teachers visiting the child in the current class, meetings with families etc.</p>

	<p>In Year 6, transition groups are supported by trained ELSA staff and our Emotional Wellbeing Practitioners to ensure that pupils with SEND are supported throughout the transition process. We liaise closely with other school staff when receiving and transferring children to other schools ensuring relevant paperwork is shared and needs are discussed and understood.</p> <p>Any pupil with an Education, Health and Care plan may receive a program of transition support (where specified on the EHCP) from a Merton Speech and Language therapist when preparing for the Year 7 transition. To further prepare for the Year 7 transition, pupils are also encouraged to take part in our EWP Worry Ninja transition program which is carried out in class throughout the summer term.</p> <p>Pupils with an EHC plan may also be signposted to Merton to take part in Safe Travel programs to support their transition to High School.</p>
<p>15. How are the school's resources allocated and matched to child/young person's special educational needs?</p>	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Allocation of additional resources is flexible in response to the need to the child and may be reallocated termly after discussion with the class teacher and other staff who work with the children at pupil progress meetings or if a concern has been raised by them at another time throughout the year. Resources may include: deployment of staff, access to specialist equipment or access to targeted programmes depending on the child's individual circumstances.</p> <p>We ensure that the needs of pupils who have Special Educational Needs and Disabilities are met to the best of the school's ability with the funds available. Where additional needs are identified through assessment, pupils will be allocated support where available and as appropriate.</p> <p>We have a team of teaching assistants/learning support assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are prioritised for support which may involve a higher level of</p>

	<p>adult support. Pupils with an EHC (Education, Health and Care) plan may receive top-up funding from the borough in order to provide additional support for the child.</p>
<p>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</p>	<p>The class teacher alongside the Special Educational Needs and Disabilities Coordinator will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents, support staff and any external agencies working with the child. Support is reviewed at the end of an intervention and senior staff meet on a termly basis to discuss progress in further detail.</p> <p>Where an assessment for an Education and Health Care plan needs assessment (EHCNA) is requested and granted, long term outcomes will be written by external agencies during this process. These long term outcomes will be incorporated into the EHC plan and support allocated depending on any recommendations made. Families will be allocated an EHC support coordinator from the SEN team at Merton who will keep families updated throughout the process.</p>
<p>17. How will I be involved in discussions about and planning for my child/young person's education?</p>	<p>At The Sherwood, we believe you should be actively involved in your child's learning. This includes:</p> <ul style="list-style-type: none"> • Support Plan and Annual Review meetings to discuss progress, if a child has SEND. • Being informed of any intervention your child is receiving. • Being informed if your child moves on to or off of the SEND register when they have made sufficient progress. • Attending termly pupil progress meetings. <p>For a child with an EHCP, in addition to the termly parent meeting and the discussion when support plans are reviewed, an Annual Review meeting is held involving all agencies working with the child to consider how the child is working towards meeting the outcomes set out in their EHCP. Parents, and if appropriate, children, attend Annual Review meetings which assess how the plan is working for the child. All parties have the opportunity to share their views.</p>
<p>18. How can I be involved in the</p>	<p>At The Sherwood, parents are welcomed into the school throughout the year. Parents are encouraged to join the Parent and Teachers Association (PTA) to make a contribution to the life of the school. The PTA plans</p>

<p>school more generally?</p>	<p>events for the school and fundraising opportunities, such as the Christmas and Summer fair. We encourage your attendance at school celebrations. Parents are offered learning walks and taster sessions, as well as coffee mornings and workshops.</p>
<p>19. Who can I contact for further information?</p>	<p>The first contact for parents and carers will be the class teacher. Class teachers work with the child on a daily basis and will understand the needs of your child.</p> <p>The SENDCo and head teacher are also available to meet and discuss any concerns you may have. Please make an appointment with your class teacher in the first instance.</p> <p>More information can be found in our SEND Policy and Accessibility Plan which can be found on our school website.</p> <p>Merton Special Educational Needs Information, Advice and Support Service (MIASS) offer impartial advice and guidance to parents/carers and young people with regard to the identification of special educational needs and the requirement for multi-agency support and intervention in the form of an Education Health and Care Plan (EHCP).</p> <p>MIASS was formerly known as Merton Parent Partnership Service. MIASS is aimed at families who have first contact with their school's SENCo, learning support advisor, class teacher and other professionals who know the child/young person but require some additional direct and specialist help and advice.</p> <p>Who to contact: Fran Turko 020 8543 8854 fran.turko@merton.gov.uk</p> <p>A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Merton's Local Offer can be accessed online at www.merton.gov.uk/localoffer</p>
<p>20. What should I do if I am</p>	<p>We encourage all new parents to visit our school and meet the staff.</p>

**considering
whether this is the
right school for my
child/young
person?**

We welcome the opportunity to meet with you and show you what we can offer to support your child in their learning.

You can access a recording on our website that will provide you with information about our school.

Details of additional interventions offered at our school can be found on our website under Inclusion and SEND.

Appendix A

Timeline for Educational, Health and Care (EHC) Needs Assessment

From date of referral to issuing a finalised EHCP an EHC Needs Assessment should (in most cases) take no longer than 20 weeks *

Weeks	Deciding whether to assess						Assessment and evidence gathering										Consultation with parents		Consultation with placement and finalising the plan	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
What is going on with my request?	Upon receipt of a request for an EHC Needs Assessment (EHCNA) the SEND Team in the Local Authority (LA) have 6 weeks to decide whether to proceed with an assessment **						*Where an assessment is agreed the SEND team will request advice from education, health, and social care professionals. *** This will always include: <ul style="list-style-type: none"> • Educational Psychologist • Community Paediatrics • Social Care • Education Further requests for professional advice will be based on the EHCNA referral and those professionals involved with the child/young person and/or when a need is identified.						Following receipt of professional advice, the SEND Team must consider all the advice gathered as part of the EHCNA and inform you of their decision whether to proceed with issuing an EHCP. The decision must be communicated to you by week 16.**				Where it is agreed that an EHCP will be issued, you will receive a copy of the draft EHCP. You will then be asked to make comments and provide a preference for a school/setting.		Schools/settings will be consulted using the draft plan to ask if they can deliver the provision and meet the outcomes in the EHCP.	
What should I expect?	A letter from the SEND Team telling you they have received your request.						You will receive a phone call and a letter from the SEND Team if the LA agree to the assessment. The EHC Co-ordinator will introduce themselves and inform you what professional advice will be sought. Where an assessment is not agreed you will be sent a letter informing you of the decision and the reasons why. At this point the LA will offer a next steps meeting. This is an opportunity to meet with them to discuss the EHCNA and the LA's decision.						Following an assessment, where the LA has agreed to issue a plan, you will be invited to a planning meeting to help co-develop the EHCP. The SEND team will produce a working document. This will be produced using the professional advice gathered from all agencies as part of the EHCNA. This document will be used to co-develop the draft EHCP. You will be provided with a copy of the Working Document before the planning meeting. Where a plan is not agreed, you will receive a letter setting out the decision. and the reasons for it.				You will receive a copy of the draft plan via post/email. You will be asked for your preference of school/setting at this point. You will have 15 days from the date of receiving the draft to make any parental representations, but these can be given sooner than 15 days if you wish.		Upon receipt of a consultation response the LA will consider all responses and discuss these with you. The responses will work towards issuing a final EHC Plan.	
What should I do?	If you have any more information that will help the SEND Team – let them know.						You can contact MIASS to support you through the process if you wish (<i>please see contact details on next page</i>).						Bring any questions you may have to the planning meeting, where these will be addressed.				Let the SEND team, know about any final changes you would like to be considered. Ensure that you give your parental preference of school/setting.		Your EHC Co-ordinator will keep in contact with you and will send you a copy of the EHC Plan and all appendices once finalised. Complete the user feedback form emailed to you of your experience through the EHCNA process.	

Appendix B

Acronym	Meaning
ADHD	Attention Deficit Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder / Autism Spectrum Condition
CAMHS	The service is for children and adolescents who are experiencing emotional, behavioural or mental health problems and are registered with a GP in Merton
EHCP	Education, Health and Care Plan. Some pupils with SEND will require a higher level of support. The plan will explain what the child's needs are and how they should be met
ELKLAN trained TA	A teaching assistant trained in supporting pupils with speech and language needs
ELSA	Emotional Literacy Support assistant-trained teaching assistant
EWP	Emotional Wellbeing Practitioner
IBP	Individual Behaviour Plan may be used to set targets for pupils with behavioural difficulties
Learning mentor	A trained teaching assistant who supports children with emotional, social or behavioural needs in school.
LSA	Learning Support Assistant
Nurture group	A small group of pupils who are provided with emotional support from a trained teaching assistant
PTA	Parent Teacher Association
Rights Respecting Schools /Young Leadership team	Groups of pupils who work with staff to promote the rights and responsibilities of children
SALT	Speech and Language Therapy/Therapist
SBSW	Specialist Behaviour Support Worker
SENDCo	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities
SEND Support Plan	Each term, the class teacher sets a child new targets with the child and parent to ensure that their primary needs are being met.
TA	Teaching assistant
TALC	Test of Abstract Language Communication

TRUGS	Reading and Phonics games-based intervention
VBS	Virtual Behaviour Service. This service aims to support children with behaviour or emotional needs.