

Merton Abbey Primary School

SEN Information Report

September 2025

Provided in accordance with the Children and Families Act 2014, section 69.

Information on SEN provision in Merton is available at <https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

This Information Report is reviewed annually.

<p>1. How will Merton Abbey know if my child needs extra help?</p>	<p>Children are identified as having Special Educational Needs (SEN) in a variety of ways:</p> <p><u>Class teachers.</u> Class teachers assess and observe their children throughout the school year. They have a good understanding of the age-related expected levels for children in their class, and receive on-going training and support in the identification of pupils with SEN. Teachers observe both academic progress and social emotional and mental health, and can discuss concerns with the SENCO at any time.</p> <p><u>Provision Mapping.</u> We monitor the progress of all children every term in our Provision Mapping meetings which are attended by teachers, teaching assistants, the SENCO, our Assistant Headteacher for Curriculum and Assessment. In these meetings we make plans for additional support for groups and individual children, and discuss which children would benefit from further assessment from external professionals.</p> <p><u>Liaison with previous school</u> We request information about children's progress and needs from their previous school.</p> <p><u>Concerns raised by health professionals</u> We work with a number of health professionals and they will inform us of any SEN concerns.</p> <p><u>Concerns raised by parents</u> Please see the information below if you have any concerns regarding your child's learning and progress.</p>
<p>2. What should I do if I think my child may have SEN?</p>	<p>If you have any concerns about your child's progress or well-being please contact their class teacher. They will be able to discuss your concerns with you. If appropriate, the class teacher will arrange a meeting with the SENCO. At Merton Abbey we pride ourselves on building open and positive relationships with our parents. Please ask your child's class teacher for a meeting at the end of the school day, or contact the school office for an appointment to be arranged for you.</p>
<p>3. How will I know how Merton Abbey supports my child?</p>	<p><u>Planning and reviewing support</u></p> <p>All our children receive high quality teaching with carefully planned, resourced and differentiated lessons to meet their needs. This is the first step of our graduated approach to meeting additional needs. If your child is identified as having SEN they will be given SEN Support, and placed on the SEND register. A team of staff including your child's teacher and the SENCO (see 1. above) will</p>

	<p>work together to plan support for your child at termly Provision Mapping meetings, and your child's teacher will then meet with you to share what has been planned and to hear your views. Children who have an Education, Health and Care (EHC) Plan also have an annual review which parents and other professionals working with the child will be invited to attend.</p> <p><u>Additional adults</u></p> <p>A teaching assistant might work with your child either individually or in a small group as part of the planned classroom provision. The aims of providing children with additional in class support are to increase their access to and participation in the curriculum, and to increase their social and academic independence. If it is appropriate your child might also take part in small group interventions run by a teacher or teaching assistant.</p> <p><u>Outside agencies and specialists</u></p> <p>As a parent/carer you will be consulted whenever the school wishes to seek advice and support from an agency or specialist. Any findings and recommendations will be shared with you and any on-going support from this specialist will be discussed.</p> <p><u>School Governors</u></p> <p>The SENCO reports to the Headteacher about all aspects of SEN and the Headteacher takes this information to regular meetings. The Governors set the SEN budget and agree priorities for spending within the budget.</p> <p><u>Monitoring and evaluating provision</u></p> <p>All provision in school is monitored regularly through observations, book looks, the analysis of progress data, visits from local authority leads, and individual teacher and teaching assistant performance management reviews.</p>
<p>4. How will the curriculum be matched to my child's needs?</p>	<p>Whole class teaching is adapted to meet the specific needs of individual children through planning, the delivery of lessons, support given during activities, resources provided, and marking and assessment systems which involve children in evaluating and developing their learning. Teachers receive curriculum training throughout the year as part of the whole school training programme.</p>

<p>5. How will the school know how well my child is doing?</p>	<p>Progress is measured through:</p> <ul style="list-style-type: none"> • On-going teacher assessments and observations • Assessment of progress in reading, writing and maths each term • Assessment of progress within specific areas of need, for example Speech and Language assessments (where necessary) • End of Year reports <p>Social and emotional well-being is monitored through:</p> <ul style="list-style-type: none"> • On-going teacher observations • Discussions with pupils • Monitoring of the playground • Discussions with teaching assistants and other adults who work with your child.
<p>6. How will I know how well my child is doing?</p>	<p>Parent Consultation Meetings are held once a term where you can discuss your child's progress with their class teacher. If your child is on the SEN register their progress and provision will be discussed with you once a term in a longer meeting at which plans going forward are shared. Children who have an Education, Health and Care (EHC) Plan will also have an annual review which you, and other professionals working with your child, will be invited to. Written reports will be sent to parents/carers once a year in the summer term. Parents/carers are always welcome to make additional appointments with the class teacher and/or SENCO.</p>
<p>7. How will Merton Abbey help me support my child's learning?</p>	<p>At each meeting held between the school and parent/carer we will work with you to identify any actions which you can take to support your child's learning at home. If an outside specialist has worked with your child, they will often make recommendations for parents to follow at home and we can support parents with these.</p>
<p>8. What support will there be for my child's overall wellbeing?</p>	<p>The class teacher has the overall responsibility for the pastoral, medical and social care of every child in their class. The Class Teacher and all support staff work with the SENDCo and the wider</p>

<p>How will my child's personal or medical needs be met?</p>	<p>Senior Leadership Team, along with outside agencies to support all children. We have a number of staff trained as ELSAs (Emotional Literacy Support Assistants), and a Learning Support Team.</p> <p>We have trained first aiders, some of whom are also midday supervisors. Relevant medical training is given to staff working alongside a child with a specific medical need such as epilepsy. Medical notices are placed in the staff room and school office so that all staff are aware of pupils with a specific medical need. The school has a policy regarding the administration and managing of medicines on site. Please see the school website or ask the office for a copy.</p>
<p>9. How will my child be able to contribute their views on how things are going?</p>	<p>We value and celebrate the views of all children. We have a school council where children within Key Stage 1 and 2 can contribute their ideas and views through their class representative. Children are encouraged to discuss their views and any concerns with members of staff. Children who have SEN Support are present at the termly meeting to discuss progress and plans wherever possible and appropriate.</p>
<p>10. What specialist services and expertise are available at or accessed by Merton Abbey?</p>	<p>We work closely with a range of outside specialists to identify and support children with special educational needs. These specialists include: Educational Psychologists, Merton Language Behaviour and Learning Team, Speech and Language therapists, CAMHS specialist, Occupational Therapists, Physiotherapists, the school nursing service, Merton Autism Outreach Service and paediatricians. The class teacher or SENCO will consult you when we wish to seek advice from an outside agency.</p>
<p>11. What training have the staff supporting my child had?</p>	<p>All of our class teachers and teaching assistants have received training in delivering reading, writing, phonics and Maths support. Support staff have also received training in the use of delivering a wide range of interventions to support children's needs. All staff are trained to understand and positively manage children's behaviour. A number of teachers and assistants have received training in how to support children with Autism. Class teachers and assistants receive on-going training through the whole school training programme and also attend Merton CPD (Continuous Professional Development) courses where appropriate. Staff working with a child with a particular need are supported by appropriate professionals to provide the highest level of support for that child.</p>

<p>12. How will my child be included in activities outside the classroom including school trips (educational visits)?</p>	<p>Children at Merton Abbey are included in all parts of the school curriculum, including educational visits. The class teacher(s) planning the visit will carefully consider the needs of all of their pupils and will ensure that suitable arrangements are made so that all can take part. A risk assessment is carried out prior to any off site activity to ensure the safety and well-being of all children. In the very rare event that it is considered unsafe for a child to take part in a particular activity, alternative activities will be provided.</p>
<p>13. How accessible is the school environment?</p>	<p>Merton Abbey is a wheelchair accessible school with a disabled toilet and ramps.</p> <p>We work closely with occupational therapists to ensure that the needs of any pupil with a physical disability are being met and that all our facilities are accessible.</p>
<p>14. How will Merton Abbey prepare and support my child in transferring to a new school or planning for the next stage of their education, employment or training?</p>	<p>We encourage all new children to visit the school before they start to be shown around and have any questions answered. Where appropriate we can arrange further visits for children with SEN and create a transition plan to support them. We obtain SEN paperwork from previous schools and speak to previous schools wherever possible to ensure a smooth transition.</p> <p>When children are preparing to leave us, typically to go to secondary school, we liaise with their new schools to arrange visits and transition work. Our Year 6 class teacher attends the Local Authority's annual Transition day. A number of our local secondary schools come to Merton Abbey to talk to their future pupils and arrange special transition visits and days in the summer term of Year 6.</p> <p>Information and any relevant paperwork for children with SEN is shared and discussed with the SENCO at the new school.</p>
<p>15. How are Merton Abbey's resources allocated and matched to a child's special educational needs?</p>	<p>We ensure that all children with SEN receive appropriate support.</p> <p>We have a team of support staff funded from the SEN budget (which we receive from Merton LA), and they deliver programmes and support designed to meet the needs of individual and small groups of children. The budget is allocated on the basis of need, with the children with the most complex needs receiving the most support.</p> <p>Merton Abbey tops up the SEN budget received from Merton LA with the school budget to ensure that resources and support are available for all children with additional needs.</p>

<p>16. How is the decision made about what type and how much support my child will receive? How will I be involved?</p>	<p>At termly Provision Mapping meetings we make plans for additional support for groups and individual children, and discuss which children would benefit from further assessment from external professionals. This may be within the context of specialist advice and will always take account of information provided by you. If your child has SEN Support your child's teacher will meet with you to discuss their short term targets.</p>
<p>17. How will I be involved in discussions about and planning for my child's education?</p>	<p>Parent Consultation Meetings are held once a term where you can discuss your child's progress with their class teacher. If your child is on the SEN register your child's teacher will also meet with you after each Provision Mapping meeting to discuss the plans going forward.</p> <p>Children who have an Education, Health and Care (EHC) Plan will have an annual review which you, and other professionals working with your child, will be invited to.</p> <p>Written reports will be sent to parents/carers once a year in the summer term.</p> <p>Parents/carers are always welcome to make additional appointments with the class teacher and/or SENCO.</p>
<p>18. How can I be involved in the school more generally?</p>	<p>At Merton Abbey we welcome the involvement of all parents/carers. We have a group, 'Friends of Merton Abbey,' who organise fund raising and school community events.</p>
<p>19. Who can I contact for further information?</p>	<p>The usual first point of contact would be your child's class teacher but you are also welcome to arrange an appointment with our SENCO, Ashleen Browne. Her email is awhite@mertonabbey.merton.sch.uk</p>
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p>	<p>Please contact the school office to arrange an appointment and tour with the Headteacher Michael Bradley in the first instance.</p>