



Inspire a generation...



PEN PORTRAIT

Specialist Leader of Education

Name of SLE	Lucy Merlo
School Name	St. Patrick's RC Primary School, Rochdale
SLE Specialism(s)	Special Educational Needs -Specialising in Specific Learning Difficulties
Teaching School Alliance	Sacred Heart TSA

Area(s) of Expertise

Lucy has been a teacher for 20 years, specialising in the assessment and support of learners with Special Educational Needs from early in her career.

She has taught across the state and independent sectors and currently works as a specialist assessor and teacher of students with specific learning difficulties (SpLDs) at St. Patrick's RC Primary School in Rochdale and at a large independent school in Manchester, which serves children from Year 3 to Year 13.

Lucy is an Associate Member of the British Dyslexia Association (AMBDA) and the Professional association for teachers and assessors of students with specific learning difficulties (Patoss), she has a current Assessment Practising Certificate; holders of this accreditation are recognised as specialists in specific learning difficulties and are qualified to conduct diagnostic assessments, exam access arrangements and to deliver specialist teaching programmes to learners with SpLDs up to and including 18 years of age.

Lucy is committed to ensuring the best outcomes for children with special educational needs and is passionate about inclusive education, which acknowledges the role all teachers have in providing high quality teaching to all learners in their classroom.

Current Leadership Responsibilities

Lucy is a Professional Mentor for Patoss's Mentoring Programme, providing personalised support, for specialist teachers, in assessment and report writing in line with current best practice guidelines. She is also a tutor on the Patoss Assessing for Access Arrangements course, supporting SENCOs and teachers in qualifying to carry out assessments for access arrangements in GCSE and GCE qualifications.

Lucy is responsible for the diagnostic assessment of children with suspected SpLDs and for sharing any findings and recommendations with the learner, teachers and parents. She is responsible for working alongside the SENCO and SLT in delivering interventions which are well-founded in research of what works for children with literacy difficulties and she rigorously evaluates the effectiveness and impact of these programmes on the development of children's literacy skills. She also delivers CPD for staff on how to best support children with SpLDs in the classroom.