

# Meadows Primary School and Nursery

## SEN Information Report

How does the school know if students need extra help with learning?

Meadows primary school and nursery is a main stream school where children enjoy learn and achieve together.

Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.

- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Meadows Primary School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with other primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carers
- Concerns raised by teacher

- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age related expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

### **HOW WILL I RAISE CONCERNS IF I NEED TO?**

- Talk to us – firstly contact your child's class teacher, Special Educational Needs Co-ordinator (SENCo) Mrs Kibblewhite or Head teacher, Mrs Sydenham or Learning Mentor, Mrs Roberts.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **HOW WILL SCHOOL SUPPORT MY CHILD?**

#### **WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?**

- Our SENCO oversees all support and the progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with Special Educational Needs or Disability (SEND) in their class to ensure that progress in every area is made.
- A Teaching Assistant (TA) may work with your child, either individually or as part of a group if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

#### **WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with parents when this is deemed necessary - at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.

#### **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

**HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?  
WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW  
WILL THAT HELP MY CHILD?**

- All work within class is pitched at an appropriate level, so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

**HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME  
TO SUPPORT MY CHILD'S LEARNING?  
WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S  
PROGRESS?**

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home / school link book if required, which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEN support register they will have an Individual Education Plan (IEP) or provision map which will have individual / group targets. This is discussed on a termly basis during a Parental Conversation, and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHCP, an Education and Health Care plan of SEN, which means that a formal annual meeting will take place (Person Centred Review) to discuss your child's progress and a report will be written.

**HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we measure children's progress in learning against National Expectations and Age Related Expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Early Years to Key Stage One and through to Key Stage Two, using a variety of different methods including Steps towards Early Learning Goals in Early Years and by benchmarking pupils consistently against the learning grids provided in the STAT SHEFFIELD School Tracking and Assessment tools.

- Children who are not making expected progress are picked up through Pupil Progress Review meetings with the Class teacher and Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We are a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour/Learning Support Team.
- The school also has access to a Learning Mentor who can offer a range of support packages, from working with individual children, assessing children's needs and offering strategies to help individuals, to providing training opportunities for teaching staff and parents.

### **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations such as anaphylaxis, epilepsy and asthma and diabetes.

### **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- As a school we have a very positive approach to all types of behaviour, with a clear reward system for those pupils who focus well and a robust policy for dealing with any behaviour that may disrupt the learning of others. A traffic light system operates in each class and is a consistent approach across school that encourages good behaviour and respect for others.

- If a child's behaviour is becoming a concern to staff at school, parents will be invited into school to discuss the nature of the problem with the Deputy/Head and Learning Mentor and relevant support plan will be put in place.

If the behaviour continues to be a problem we may call on our behaviour support team for advice and guidance.

- Attendance of each child is monitored on a daily basis by the school administrator. Lateness and absence are recorded and reported upon to the Head teacher and Learning Mentor. The Learning Mentor will make home visits to discuss absence if necessary and where necessary will go out with our Deputy to collect a child and bring them to school. In cases of persistent absence parents are invited into school to talk about the reasons for this. Support is given through an incentive scheme, where whole class full attendance is rewarded and in Early Years individual certificates and commendation are given.

### **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- We feel it is important that all children have a right to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Children who have an IEP discuss and help set their targets with their class teacher where this is appropriate.
- There is an annual questionnaire where we actively seek the viewpoints of children on a range of issues from how they are taught to how they feel they learn most effectively.
- If a child has an EHCP, they will be invited to attend the Person Centred Review and their opinions welcomed, or if they do not want to attend or are too young, their views will be sought prior to the review meeting.

### **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- At school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including: CAMHS (Child and Adolescent Mental Health Services); Health – including GPs, School Nurse, Clinical Psychologists, Paediatricians, Speech & Language therapists; Occupational Therapists; Social Services – including Social Workers and Educational Psychologists.

Behaviour and Learning support services.

### **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- A proportion of teachers and TA's have accessed epi-pen training, delivered by the local Primary Care Trust (PCT).
- A proportion of teachers and TA's have accessed epilepsy and Asthma training, delivered by the local PCT.
- Individual members of staff have access to a variety of training programmes to support a variety of needs, ranging from using social stories, Dyslexia, Dyspraxia and language difficulties as well training to implement intervention associated with physical and coordination difficulties.

TA's are allocated to support children on a needs first basis so that the greatest amount of support is where there is most need. TA's strengths, experience and training are considered so that the best person for specific support is used.

### **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- 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.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. All sites will have been visited previously by a member of school staff to assess suitability for children with specific needs/disabilities and arrangements made to enable individuals to access the activities safely. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided in school.

### **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school site is wheelchair accessible with a disabled toilet. The school is all on one level with ramps up to/down from specified fire exits and raised levels.

### **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL, MOVING ON WITHIN SCHOOL AND TRANSFERING TO A NEW SCHOOL?**

- All children partake in a 'transition day' in July each year, where they move up to their new class, meet their new teacher and classmates. The new reception children come in to spend a day at school and the Year 6 children move up to their new secondary schools and have a two day induction in their new school prior to starting in September.
- We encourage all new children to visit our school with their parents prior to starting, where they will be shown around the school and where possible meet their new teacher and class mates.
- For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. During these additional visits, the child would meet their class teacher and any additional adults who will be providing support to the child. We would also visit them in their current school (if possible).
- Social stories and 'transition passports' will be used for any children who may find transition particularly difficult.
- When children requiring SEN support are preparing to leave us for a new school, typically to go to Secondary education, or moving from early Years into Reception we arrange additional visits to schools/classrooms. We have a close relationship with our feeder secondary schools and transition programmes are in place, specifically tailored to aid transition for the more vulnerable children. This often includes extra visits to the school with our Learning Mentor, taking photographs to make a book that the child can take home to talk to parents about during a holiday prior to starting.

- We liaise closely with Staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs discussed and understood.
- Parents of children requiring SEN support are invited to be closely involved during the transition period (at any stage of school).
- If a child has an EHCP, then the annual review will be used as a transition meeting, during which we will invite staff from both schools to attend.

### **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?**

- We ensure that all children who have SEND are met to the best of the school's ability with the funds available.
- We have a team of TA's who are funded to 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 given the most support, often involving a TA.

### **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The class teacher alongside the SENCo will discuss the child's needs and what support will be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- There will be on-going discussions with parents to keep them informed of the support being provided for their child and the impact it is having.

### **HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

- By reviewing children's targets on IEPs and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from teacher, parent and pupil.
- Children may move off the SEN Support register when they have 'caught up' or made sufficient progress.

### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Kibblewhite (SENCo) or Mrs Roberts (Learning Mentor)
- You could also arrange an appointment with Mrs Sydenham (Head Teacher).
- Look at the SEN policy Local Offer and School Offer on our website.
- Contact Family Connects – The forum for parents of children with additional needs.

### **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

- Contact the school office – Telephone 01952 386230 and arrange a meeting with Mrs Sydenham (Head teacher), who will discuss how the school could best meet your child's needs.