



Growing at Meadowside Primary School

Special Educational Needs Information Report September 2018

EQUALITY DUTY

At Meadowside Primary School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

What is the SEND Report?

All schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Report'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

At Meadowside Primary School we are committed to providing an appropriate and high quality education for all pupils.

In order to do this, many steps are taken to support pupils through their learning journey.

Quality teaching is vital: We believe that each child has unique and individual needs; however some children may require more support than others. If these children are to reach their full potential this must be recognised and planned for accordingly. The decision to provide additional support is made by the school, in close partnership with the parents. It is based on a variety of factors including academic progress and/or assessments carried out by teaching staff or other professionals. At Meadowside Primary School we are able to provide specific support for pupils with; Learning Difficulties, Autism, Behavioural, Emotional and Social Difficulties, Physical disabilities and Medical Needs, Speech, language and Communication Needs, Visual and Hearing Impairment.

This report outlines the provision which we offer at Meadowside Primary School and aims to answer any potential questions which you might have. A list of terms and abbreviations commonly used in relation to inclusion and SEND can be found at the end of this document, which should be read in conjunction with the Local Authority's Local Offer, available on the Northamptonshire Council Website.

Who are the SEND managers?

SENCO – Mrs Fiona Hoskins

Inclusion Lead – Miss Mia Lewis

Inclusion Assistant – Miss Lisa Glide

Designated Safeguarding Lead – Mrs Josie Garnham

Deputy Safeguarding Leads – Sarah Hammond, Mia Lewis, Fiona Hoskins

Mrs Hoskins and Mrs Hammond are also responsible for managing the schools responsibility for meeting the medical needs of pupils.

If you have any concerns relating to SEND matters do not hesitate to contact us.

How does Meadowside Primary School know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies who may already be working with the child before they join us.

I think my child might have special educational needs what should I do?

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as a parent of how your child is outside of school.
- If you have any further concerns, or would like to know more about a specific provision, then contact Mrs Fiona Hoskins who is our school SENDCo.
- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment.
- We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for all our children.

How will I know how Meadowside Primary School supports my child?

- Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special educational needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily.
- The child will be given small and measurable targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENDCo. Targets may be discussed at parents evening alongside your child termly; half termly through a progress meeting or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher.
- We may provide additional support in class from the teacher or support assistant. Support assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a small intervention group led by either the teacher or support assistant. All interventions are regularly reviewed by those delivering them and by the SENDCo, to ascertain how effective they are being and to inform future planning.
- Regular monitoring is conducted by the class teacher and is shared with the Inclusion Team. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology Service.
- If appropriate specialist equipment may be given to the pupils e.g. writing slopes, pencil grips, easy to use scissors.
- Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas in school where specialist provision can be made available so that the child can access more readily the support on offer.
- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and send staff as appropriate.
- We'd like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs.
- Provision is reviewed on an individual basis taking account of your child's specific needs.

How will my child be included in activities outside the classroom including school trips?

- Activities and trips are made as inclusive as possible and available to all children.

- Where necessary, individual risk assessments are carried out and procedures put into place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.
- Meadowside Primary School has a variety of extra-curricular clubs. Details of participating pupils are cross referenced with those with SEND to ensure all pupils have access to the clubs.
- The school has an Accessibility Plan.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns.
- Mrs Hammond (Pastoral Support Manager) and the Inclusion Team work closely with children and families to provide pastoral support. We also work closely with families who have an EHA or are receiving Social Worker support.
- Some interventions are available for children who need help to develop their social skills, self-esteem, anxiety or anger management techniques.
- A meet and greet is available for pupils who find leaving parents difficult in the morning.

How does Meadowside Primary School support children with medical needs?

- If a child has a medical need, then a care plan is compiled with support from and in consultation with parents. Outside agencies are consulted as necessary. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from the school nurse or health care professional, for example Epipen training and epilepsy medication training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- A dedicated medical treatment area is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.
- The school has a comprehensive Medicines in School policy.

What specialist services and expertise are available at or accessed by the school?

In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. The agencies currently used by the school and our families include:

- SALT (Speech and language therapy support)
- Behaviour Support
- EHA – Early help Assessment Helpline
- CAMHS (Child and Adolescent Mental Health Service)
- RMC – Referral Management Centre
- Child in Need (CIN) practitioners.
- EIS – Educational Inclusion Service
- Educational Psychologist
- IASS – Information, Advice, Support Service for parents
- NPPS – Northamptonshire Parent Partnership Service
- Health Visitors for our Early Years Team
- Sensory Impairment service
- Links with the NSPCC
- MASH (Multi Agency Safeguarding Hub)
- Kettering General Hospital (Paediatricians)

- Occupational Therapy
- Physiotherapy
- Specialist Support Service
- School Nurse, Specialist Epilepsy, Diabetes and Enuresis nurses as appropriate.
- Social Care
- Sunflower Centre
- Women's Aid

How accessible is the school environment?

As a school we are happy to discuss individual access requirements and adapt our Accessibility Plan as required so that it meets the needs of all of our pupils.

At present as a school we have:

- All classes are at ground level
- One disabled toilet
- Sinks with adapted taps
- Specially designed chairs for specific children
- Single level outdoor area to EYFS, KS1 and lower KS2 outdoor areas.
- We can provide a translation service for those parents whose first language is not English.
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs.
- A disabled parking bay is provided to facilitate entry to the school.
- We can access specialist equipment if required.

How will you help me support my child's learning?

All parents are encouraged to contribute to their child's education. On a day to day level we give the children detailed feedback in their books which we encourage our children to respond to. Children in KS2 and some children in KS1 are aware of their next steps targets to improve their learning development.

You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. We encourage all pupils to attend parents meetings so that they are able to contribute meaningfully to this process. For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you how they are doing in school. We hope that this will ensure that we are working together to support your child both at home and at school. We can suggest activities and games that you can do with your child to support their learning.

On a more formal review level, parents will be invited to discussions and review meetings with a member of the Inclusion Team and other professionals. At reviews children are supported and encouraged to join in with the discussion to make their feelings known.

How will I know how my child is doing?

Your child's progress is continually monitored by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress which is discussed with senior staff at regular team meetings. This is to ensure that all of our children are making good progress and where we can review the provision to reflect if this needs to be adjusted. We share their attainment and progress with parents at termly parents meetings and specific SEND provision is monitored by the Inclusion Team. Children will be given specific targets to support their learning and to help them to understand their next steps. At the end of each Key stage all children are formally assessed using National Phonic Screening and Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally.

At the beginning of July each year your child will be provided with a written report which details their attainment in line with these levels.

How will the school prepare and support my child when joining Meadowside Primary School or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children may need more transition visits than others.
- The SENCo is more than happy to meet parents before a child starts at Meadowside Primary School or a member of the Inclusion Team.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the Meadowside Primary School SENDCo, the secondary school SENCo, parents and where appropriate the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of the individual.

What do I do if I have a complaint about my child's education at Meadowside Primary School?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, an appointment will be made with the SENDCo or Inclusion Lead first followed up by a meeting with the Head teacher should the issue not be resolved.

Glossary of Terms and Abbreviations Used in relation to Inclusion and SEND

Acronym	Definition
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Difficulty
EHA	Early Help Assessment
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
HI	Hearing Impaired
HV	Health Visitor
KS	Key Stage
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
OT	Occupational Therapist
PD	Physical Disability/Difficulty
Physio	Physiotherapist
SALT	Speech and Language Therapist
SLD	Severe Learning Difficulty
PRU	Pupil Referral Unit
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SLA	Service level Agreement
SLCN	Speech, Language and Communication Need
SpLD	Specific learning Difficulty
SW	Social Worker
SA	Support Assistant
VI	Visual Impairment

