



Special Educational Needs and Disabilities Information Report Meadowbank Primary School

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Introduction

At Meadowbank Primary School we are committed to achieving the best for all of our Meadowbank Family. Our success is evidenced in the fulfilment of our Mission **'Life Long Learners, Leaders of Change, Lasting Legacy'** and our vision that all will **'Flourish and Inspire.'**

The Teaching and Learning approach is at the core of our school and explains how learning is at the centre of all that we do. Each one of us are aspirational for our children and for each other with our vision being that all will 'Flourish and Inspire.' The approach that we take ensures that everyone is committed to achieving a high quality consistent approach to learning where we are dedicated to providing a unique curriculum which begins with the needs of the learner. Our inclusive approach ensures that all children grow as independent and confident individuals who will be successful lifelong learners and have a voice in their learning and development.

Our School Values are: -

- Community
- Respect
- Aspiration
- Achievement
- Collaboration

Our Indicators of Success are for everyone to be: -

- Safe and happy
- Curious and Confident
- Supported and Challenged
- Included and Valued
- Active and Healthy



OUR MISSION

AS LIFE LONG LEARNERS	AS LEADERS OF CHANGE	OUR LASTING LEGACY
Lifelong Learning: You never stop learning. New knowledge and skills excites us and makes us want to find out about all the things we don't even know.	Change Makers: We change things for the future so the world is a better place for everyone. We make a difference to improve lives for all.	Excitement for All: A curriculum that helps to prepare you for your life. Learning that makes you buzz with excitement.
Belonging Together: Working as a team together and across our schools with a shared mission and vision so that we are all on a learning journey together. When we learn as one family we are more powerful.	Developing the minds of tomorrow: Influencing the lives of others to achieve goals.	Making it Matter: Being the best that we can be so that we are ready for our future. Making every moment special and trying our best. We are proud of our achievements and of each other's.
Nurturing Ambition: Following your dreams and goals because they make life exciting. Having goals makes you challenge yourself! Having ambition helps you find your way so you can aim for whatever you want to achieve.	Empowering Learners: Building trust and valuing each other in school and across our schools so that we can make positive contributions. We act as one team, one family who learns.	Ready for the Future: We stretch ourselves preparing for the future so we are ready for new adventures.



Special Educational Needs and Disabilities Learning Intention

Meadowbank's curriculum is unique and inclusive. It begins with the learner's strengths and needs, which are identified promptly so that support is provided at the earliest opportunity, resulting in positive outcomes for children with special education needs and disabilities (SEND). Our approach ensures that children with SEND have the same experience as all children, they access a broad, balanced and relevant curriculum and have high expectations of themselves and what they can achieve. We endeavor to individualise approaches to teaching and make adaptations to the curriculum and the environment to remove barriers to learning. We provide memorable experiences and rich opportunities for pupils to develop their knowledge, skills and understanding at a pace and level appropriate for the child. We encourage all our children to make informed decisions and support them to make a positive contribution to their school, local environment and wider community.

Aims

- To identify needs at the earliest opportunity and establish provision to support them.
- To provide individualised, integrated, high quality support that delivers positive outcomes.
- To promote independence, effectively preparing children for their next stage in life.
- To focus on inclusive practice that removes barriers to learning.
- To ensure the views, wishes and feelings of the child are listened to.
- To establish effective parent participation so that there is a coordinated approach to decision making.

In accordance with government legislation, a child or young person is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If your child requires special educational provision, which is support that is additional to or different from that made generally for other children, they may be considered to have SEND. This information report has been designed to inform you about our school's arrangements for identifying, assessing and supporting our children with SEND and their parents.

Key names and contacts

Telephone number: 0161 428 6286

Email: admin@meadowbankprimary.com.

Website: <https://www.meadowbankprimary.com/>

Headteacher: Mrs Appleton

Special Educational Needs and Disabilities Co-ordinator (SENDCo): Miss Megram

Deputy Safeguarding and Pastoral Manager: Mrs Jenkins

Inclusion Governors: Mrs Wardle and Mrs Jarvis



<p>What kinds of SEND are provided for at Meadowbank Primary School?</p>	<p>Meadowbank Primary School will make provision for children with the following 4 areas of need as described in the SEND Code of Practice: 0-25 years (2014):</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and / or physical <p>Meadowbank also has a Resourced Provision for twelve children with Moderate and Complex Learning Difficulties. Our primary area of need is Communication and Interaction/Cognition and Learning. Places are allocated by the local authority and are named in Section I of an Education, Health and Care Plan (EHC Plan).</p>
<p>What are the policies for identifying children with SEND and assessing their needs?</p>	<p>Children are identified as having SEND through:</p> <ul style="list-style-type: none"> • admission information provided by parents and previous schools and settings • concerns raised by parent/carer or the child • Feedback from teaching staff and observations <p>Children’s needs are assessed through:</p> <ul style="list-style-type: none"> • progress monitored by teachers • observations conducted by school staff • observations and information provided by external agencies • Information given from parents/carers and the child <p>If you have any concerns the first point of contact is your child’s class teacher. Your next point of contact is the SENDCo, Miss Megram. Appointments can be made by contacting the school office.</p>
<p>How are parents of children with SEND consulted and involved in their child’s education?</p>	<ul style="list-style-type: none"> • Parents are invited to contact their child’s class teacher should they need to do so. This can be done after school for an informal conversation or a longer appointment can be made at a mutually agreed time. • Parents can speak or meet with Miss Megram (SENDCo) or in some cases Mrs Jenkins (Safeguarding and Pastoral Manager). • Parents are invited to meetings with school staff or external agencies. • If the child has an EHC Plan, parents are invited to an Annual Review of the plan. • Support Plans are reviewed termly with parents. • Access to Class Dojo. • Half termly curriculum newsletters. • Information is shared on the school website • Parent’s evenings and parent participation events. • For children starting school in Reception there is a ‘New Starters Information Evening’.
<p>How is the child with SEND consulted and involved in their education?</p>	<ul style="list-style-type: none"> • Class teachers discuss targets and feedback with individual children on a regular basis. • Teachers plan learning opportunities through obtaining pupil voice. • When reviewing SEND Support Plans or EHC plans, class teachers/the SENDCo will gather the child’s view. • Where appropriate, they are invited to attend meetings. • Children are encouraged to talk to staff if they have any concerns or use the ‘worry boxes’ located all around school. • Key members of staff have regular meetings with children who wish to have additional time to talk with an adult about their emotional health and well-being. • The Children’s Leadership Team feedback on aspects of school life. • Surveys, questionnaires and interviews.
<p>What are the arrangements for assessing and reviewing the child’s progress</p>	<ul style="list-style-type: none"> • Teachers closely monitor the progress and development of all children through on-going marking, assessment and feedback. • The impact of personalised programmes are reviewed at regular intervals. • Assessments and reports are provided from external agencies involved. • Standard Review meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the children in their class. This



<p>towards outcomes?</p>	<p>shared discussion may highlight any potential problems in order for further support to be planned.</p> <ul style="list-style-type: none"> • EHC plans are reviewed annually with parents and consultation with children and agencies (where necessary). Updated information is shared with the Local Authority in order for them to make the necessary changes to the child’s paperwork. • Support plans are reviewed termly and follow the ‘assess, plan, do, review’ cycle. • Both parents’ and child’s views are obtained during reviews of support plans and EHC plans. • In some circumstances, more regular meetings may be held with parents, teachers, the SENDCo and Mrs Appleton (Headteacher), to discuss support/provision, progress and next steps.
<p>What are the arrangements for supporting children in moving between phases in education?</p>	<ul style="list-style-type: none"> • All children in school have transition sessions with their future class teacher during the summer term, with parents/carers invited to meet their child’s future class teacher. • Current and future teachers meet to discuss the needs of the children moving into their class. • The SENDCo organises transition meetings for all children who we feel will need additional input in moving classes. Parents will be invited to these meetings, along with any outside professionals involved with the child, the current class teacher and the child’s next class teacher. • Where a child is moving settings, either to or from Meadowbank, relevant staff from the schools/nurseries involved will be invited to meet and discuss the child. All relevant paper work is transferred via a safe system. • We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment. • Home visits are conducted from staff in our Foundation Stage prior to starting school. • Additional visits for Year 6 children leaving for High School can be arranged.
<p>What is the approach to teaching children with SEND?</p>	<ul style="list-style-type: none"> • High quality teaching is the first step in responding to children’s needs. • For children with SEND, a graduated response is employed in alignment with the four-part cycle – assess, plan, do, review. • Once a child has been assessed as having SEND, they are placed on the SEND register at the ‘SEND Support’ level and a personalised programme is put in place in the form of a ‘SEN Support Plan’. • A child may need support from a specialist external agency. If this is the case, additional advice and support is provided to the school and parents/carers which is then used when teaching the child. • A small number of children with SEND require ‘high needs provision’. In these instances, we request the support of an Educational Psychologist to complete an assessment of these children, in agreement with parents. This will result in further strategies suggested to support the child and may result in them endorsing a referral for an Educational Health Care Needs Assessment. Successful applications and assessments may result in a legal document called an Education, Health Care Plan (EHCP) being written for the child, utilising the voice of the child, parents and all agencies involved with the family.



<p>How are adaptations made to the curriculum and the learning environment of children with SEND?</p>	<ul style="list-style-type: none"> • We provide a unique and inclusive curriculum to all of our pupils. • Learning opportunities scaffolded or differentiated by the class teacher to target individual needs. • We use a wide range of teaching methods and styles, visual supports, practical resources, timing and pace variations. • For some children with significant additional needs, this could include a personalised timetable supported by a range of staff to accommodate the personalised programme that they need. • All our children work independently, in small groups and as a whole class, children identified with SEND will work in the same way to encourage independent learning skills in order to best equip children to be lifelong learners. • Access arrangements are made for the Standard Attainment Tests (SATs) in Year 2 and 6. • The school is on one level. • The external doors are wide enough for wheelchairs. • We have ramps as appropriate for doors where there is a step. • There are three disabled toilets which are accessible by wheelchair. • Resources are provided as required, supported by Occupational Therapy e.g. adapted chairs, sloping boards, hand hugger pens. • Ethnic Diversity Service are accessed when needed to enable us to support children with English as an Additional Language. • We ensure that all necessary staff are trained on supporting children with specific medical conditions. • The school implements an accessibility plan to ensure we have the appropriate provision, resources and training to make reasonable adjustments so that school and learning is completely accessible to all learners.
<p>What expertise and training of staff is available to support children with SEND and how will specialist expertise be secured?</p>	<ul style="list-style-type: none"> • Information and training about how best to help and support children with SEND, both in the classroom and in the playground, is shared with relevant staff in school. • We provide in-house training development in response to need. • Staff carefully follow the advice of external agencies. • We currently have some teachers and teaching assistants who are trained in: <ul style="list-style-type: none"> - Makaton – a language programme using signs and symbols - Speech and Language difficulties - Motor Skills United - Team Teach – de-escalation strategies for behavior • As a school we work alongside outside agencies such as NHS service and the Stockport SEN department to provide appropriate facilities to meet the needs of our children. • We receive funding from the 'Friends of Meadowbank' group who organise fund raising events during the school year. • Where a child's needs are deemed significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes, we will apply for additional funding from the Local Authority in the form of an EHC Plan in order to secure specialist expertise.
<p>How is the effectiveness of the provision made for children with SEND evaluated?</p>	<ul style="list-style-type: none"> • Individual and group progress is discussed during termly Standard Reviews. • Case studies are written and reflected upon to improve practice. • Progress and evaluation is reported to the Governors with responsibility for SEND. • Parent, staff and pupil voice are obtained. • Areas for development are identified and improved through the School Development Plan. • Regular School Self-Evaluation systems ensure the SEND provision across school is effective.
<p>How are children with SEND enabled to engage in activities available with children who do not have SEND?</p>	<ul style="list-style-type: none"> • All enrichment activities and visits within our school day are available to all of our pupils. • We work with parents and external agencies as necessary during activities and visits. • All pupils are encouraged and supported to attend the Year 6 residential trip. • All pupils are encouraged to take part in sporting activities, differentiated to meet individual needs and levels of access.



<p>What support is in place for improving emotional and social development?</p>	<ul style="list-style-type: none"> • Children are primarily cared for by the class teacher. • The class teacher, phase leader, Miss Megram and Mrs Jenkins, are readily available for children and their parents who wish to discuss issues and concerns. • Pupil voice is a focus in our school, if the child has communication difficulties we can obtain this in different ways. • A comprehensive Personal, Social and Health Education curriculum is provided which incorporate circles and outdoor learning, including Relationships and Sex Education (RSE). • We provide Outdoor Learning Nurture Programmes for small groups of children. • We use Positive Relationships and Solution Focused approaches. • We run social skills groups for children who need support in this area. • We use the 'We Eat Elephants' programme to support children in dealing with challenge. • 'Check-ins' and 'meet and greets' are used to give our children the opportunity to share their feelings and discuss them in a safe environment. • Specialised support is required for some children from external agencies such as the Inclusion Service, Stockport Mental Health Service and Healthy Young Minds Stockport (Mental health and well – being). This may include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers. Alternatively, this may include professionals giving advice to teachers on how to support children further. • We are able to seek advice from Primary Jigsaw regarding how to meet the needs of our pupils. • We achieved the Inclusion Quality Mark in July 2017 with Ambassador Status for exemplary practice in relation to pupils' personal and social development, including their sense of wellbeing and mental-health. We will be working towards achieving this again within the next 2 years. • We follow the Jigsaw Scheme of Work for PSHEE. This is adapted to meet the needs of our learners and our teachers take on a creative approach to ensuring that this curriculum is appropriate for their class and addresses relevant issues. • Embedded within this PSHEE curriculum is celebrating differences, to help children to understand and appreciate each other's uniqueness. This helps to educate the children on difference and avoid bullying of children who are different. • It is the responsibility of the Headteacher to implement the whole school anti-bullying strategy, ensuring that all staff (teaching and non-teaching) are aware of the policy and know how to identify and deal with incidents of bullying effectively. • We participate in national events such as Children's Mental Health Week and Anti-Bullying Week.
<p>How does the school involve other agencies in meeting SEND needs and supporting families?</p>	<ul style="list-style-type: none"> • In some cases, Miss Megram and Mrs Jenkins (our Safeguarding and Pastoral Manager) may complete an Early Help Assessment (EHA) with parents/carers to get a more complete picture of the child's needs. • The EHA can then be used with parental permission to refer to other professionals where appropriate. • There is a half-termly TAS (Team Around the School) meeting, where Miss Megram and Mrs Jenkins meet with our Inclusion Service Liaison, school link Social Worker, School Nurse, School Age Plus representative (Jenny Dar) and our Mental Health support worker. • If there are several barriers to a child's learning, then a Team Around the Child (TAC) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a support package to help the child. • We access additional support from outside agencies to receive more specialised expertise to help school and parents/carers to best support their child. These include... <ul style="list-style-type: none"> - Speech and Language Therapist - Occupational Therapist - Physiotherapist - School Nurse - Educational Psychologist - Primary Inclusion Team - Behaviour Support Service - Social Workers



<p>What if the child is looked after by the local authority?</p>	<p>All of the information in this policy applies to children looked after by the local authority. It is Meadowbank's aim to promote the educational achievement and welfare of children in public care. The name of the designated person for children in Public Care is Mrs Cole-Galley, in conjunction with the Inclusion & Safeguarding Team. For more information, please see our 'Looked After Children (LAC) Policy'.</p>
<p>What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>If you wish to make a complaint, please see our Education Learning Trust complaints policy on how to do so. This can be found here: https://www.educationlearningtrust.com/files/ugd/12c053_a42f2e14ea6d4a5f89439a9340739df4.pdf</p>
<p>What is the Stockport Local Offer?</p>	<p>The Stockport Local Offer aims to set out in one place, information about provision normally available across education, health and social care for children and young people in the area who have SEN or are disabled, including those who do not have EHC plans.</p> <p>Stockport Local Offer can be found here: http://www.stockportinfo.co.uk</p>
<p>What is Stockport's Entitlement Framework?</p>	<p>Stockport LA have worked with parents, early years settings, schools, colleges and a range of professionals to develop Stockport's Entitlement Framework. This document helps teachers and school leaders to further improve how they support children and young people with SEND and help parents to understand the how the needs of their children should be met.</p> <p>Meadowbank Primary School will use this document to continue to build upon and enhance the offer for all learners, as well as those with SEND.</p> <p>Stockport's Entitlement Framework can be found on the local offer at https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=jbXB1qMyV_g</p>