



Meadowbank Primary School & Resource Base Offer

Policy History			
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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



Within Meadowbank Primary School, there is a Special Educational Needs and Disability Resourced Provision for children with Moderate and Complex Learning Difficulties. Places are allocated by the local authority through consultation with Meadowbank.

What is the provision offered at Meadowbank?

We have strong commitment to inclusiveness for all the children in our provision base. These children are provided for through a vast range of approaches: one to one support for specific therapies; small group learning; whole class learning within the Meadow Room and learning within the mainstream classes. When possible, our children with significant additional needs are appropriately supported to enable them to join our mainstream classrooms' learning alongside their peers within their year group. The provision base is made up of several spaces including, the Meadow Room; the Meadow Den; smaller, quieter rooms to support learning focus; a sensory room and an outdoor learning space. Each space is used to support children for smaller group teaching, intervention programmes, therapy sessions, and to work with the external agencies who work alongside our school in providing the provision that we offer.

How does the provision we offer work?

At the start of each school day, our resourced provision children are collected by their Keyworkers from taxis or from their parents and taken to the Resourced Provision where they begin their day. For the duration of the morning, the children are taught in the provision base, unless the child's individual capabilities enable them to be able to access the core skills learning within their mainstream classrooms.

Across our two main learning spaces, opportunities are provided and accessed by each child at their own developmental level. Some of our children access learning within the subject disciplines (Literacy, Maths, Reading/Phonics) while some children access activities with a sensory and curriculum focus through Attention Autism and Core Word Curriculum. The Meadow Room team also make recorded observations of pupil responses within the many learning areas of the Meadow Room continuous provision. Targeted teaching activities are delivered on an ability-based, one-to-one or small group basis. All adults provide evaluations about how a child has completed an activity to support assessment and amend targets. During the morning, children access their specific, individual therapy programmes. Across the week, the children also access fine and gross Motor Skills activities to develop physical agility, through Occupational Therapy sessions led by one of the Resourced Provision Teaching Assistants.

Within afternoon sessions, some children access learning experiences that allow them to develop skills across the foundation subject disciplines: Art, Religious Education (RE), Personal, Social, Health and Economic Education (PSHEE), Physical Education (P.E.), Science, Geography, History, Design and Technology (DT), Music and French, in relation to the 'Big Question' of the half term, which is underpinned by the national curriculum. Some children may continue to access their bespoke learning opportunities alongside our sensory curriculum in the afternoon. It is at the heart of our learning within our Resourced Provision to support children in developing their social skills, life skills, emotional literacy and wellbeing, therefore learning that enables children to access these skills is interweaved in everything that we do. As within the morning sessions, some of the provision children join their peers in mainstream classrooms for sessions in the afternoon, when they are able to engage with the skills and knowledge that is being explored within their mainstream classroom. These children may be supported on a one-to-one or a one-to-two basis by a Teaching Assistant, in response to the individual needs of that child.

The class teacher differentiates the learning opportunity appropriately for each child. The provision team meet at the end of every day to discuss the needs of each child to ensure a reasonable adjustment can be made for the following day.

The Meadow Room team plan regular opportunities for the children to visit different spaces within our local community, such as the park, cafes, the library and shops such as the post office. These opportunities help the children to build community links and develop key life skills.

How are children supported?

The children are supported by a team of experienced staff, which includes teachers and Teaching Assistants and by the wider staff in the school.

Provision for each child in the SEN Base will include:

- Pupil Profile Folder
- One page profile
- Up to date and detailed SEN Support Plan
- Education, Health and Care Plan

Provision may also include:

- Therapy plans (Sensory Support Service, Speech and Language Therapy, Physiotherapy, Occupational Therapy)
- Individual medical plans
- Individual toileting programmes
- Group timeline
- Individual SEND planning proformas, which detail the child's individual targets and are accessible for all adults within the Resourced Provision

Specific provisions may include:

- Sloping boards, marker pens, trainer scissors, pencil grips
- Enlarged print provisions
- Now and Next boards
- Social stories
- PDD boards
- Makaton
- Narrative project materials
- Concrete resources
- Sensory equipment

Staffing

Staffing within the provision base of 12 children consists of:

- One class teacher
- Four full time Teaching Assistants.

All provision adults act as Keyworkers whilst children are in their mainstream classrooms. To ensure that the needs of the children are met effectively, staffing numbers are supplemented by other teaching assistants across school, who are also Keyworkers for the resource provision children when not in the provision base.

Members of the Meadow Room team also support the provision children at lunch time.

Training

Our provision and mainstream staff have had training in a number of specific areas of need including:

- Team Teach, Diabetes, Epilepsy and Anaphylaxis training, Manual handling, Play and communication training, Motor Skills united, Autism, Anxiety Training, Social stories and Comic strip and also Motivational Maths.

Specialist facilities

- Distraction free provision room
- Additional withdrawal/therapy room
- A shared area with continuous provision
- Disabled toilet in close proximity
- Taxis with escorts when needed
- Sensory room

Outside Professionals

- Speech and Language therapist, Occupational therapists, Sensory support service, Educational Psychologist, School Nurse, Social Workers, Primary Inclusion team, ASD team, Inclusion service.
- Links with other specialised settings in Stockport.

Review

Provision for children in Reception is planned and assessed through using the Early Years Foundation Stage Framework (2021). Activities for children from Year 1 to Year 6 are planned and assessed through the relevant and appropriate year group objectives. For children who are working below the National Curriculum, we follow the B Squared Assessment Scheme, which provides progression steps and objectives in order for us to continually move the children forward with their learning and assess small steps of progress. In Year 2 and Year 6, Pre-Key Stage standards are reported where necessary.

At the end of the child's academic year, a detailed report is written by the provision teachers and the class teachers which is shared with parents.

Each child's statement/EHC plan will be reviewed annually, involving the child, parents/carers and all relevant professionals. The outcomes of the review process will determine the appropriate provision for the child.

There are opportunities every term for children, parents and staff to meet to discuss the child's needs during the support plan review meetings, where the pupil's and parent's views on best hopes and future successes inspire targets to enable positive outcomes for every child.

Transition – Nursery to Meadowbank, resourced provision to Mainstream, Meadowbank to High school.

The provision teacher and Keyworker attend each child's transfer meeting. When a child is due to move on to their next school, a number of visits will be arranged to and from both settings to support the transition. Parents are involved with this process.

Supportive resources such as photographs and one page profiles are made to help and support transition at all levels.

In some cases, children make sufficient progress to move into mainstream education, at Meadowbank Primary or their local school.

Other relevant information

At Meadowbank, the provision staff and the mainstream staff work closely together to meet the needs of all our individual children.

Children who arrive in school via taxi have a home/school diary, which is designed to be used as a means of communication between home and school; however we are available to speak to parents by phone, via Class Dojo or in person.

Parents/carers of our provision children are invited to join parent participation events in the Meadow Room across the year. This gives opportunities for parents to meet each other, meet the provision team, see the classroom and look at the children's work.

Who do I contact if I want further information?

Further information can be found on the Stockport Local offer or by ringing the Local Authority Special Educational Needs department on 0161 474 2525.

If you would like to arrange a visit to look around our Meadow Room, please ring the office on 0161 428 6286 to arrange an appointment with our Special Educational Needs and Disabilities Coordinator (SENDCO), Miss Megram.

The governing board reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.