



Meadowbank Primary School Unit Resource Offer

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
<p>Limitless 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.</p>	<p>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.</p>	<p>Excellence For All: A curriculum that helps to prepare you for your life. Learning that makes you buzz with excitement.</p>
<p>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.</p>	<p>Developing the minds of tomorrow: Influencing the lives of others to achieve goals.</p>	<p>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.</p>
<p>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.</p>	<p>Empowering Everyone: 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.</p>	<p>Ready For the Future: We stretch ourselves preparing for the future so we are ready for new adventures.</p>

Lifelong Learners, Leaders of Change, Lasting Legacy

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 and are named in Section 4 of a statement of Special Educational Needs or in Section 1 of an Education, Health and Care Plan (EHC Plan).

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, for some children, 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 woodland themed areas including, the Meadow Room and an outdoor learning space, which are used to support children for smaller group teaching, intervention programmes, therapy sessions, and to work with the many 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, all of our resourced provision children are collected by their Keyworkers from taxis or from their parents. All children join their mainstream classes for registration and assemblies. For the rest of the morning, the children are taught in the provision base, unless the child's individual capabilities enables them to be able to access the core skills learning within their mainstream classrooms.

During each morning, the children access two main sessions, one literacy and one numeracy led by the base teachers. The Keyworkers/Teaching Assistants support individual children through these activities or 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, one-to-two 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, individual children access their specific individual therapy programmes. Across the week, the children also access fine and gross Motor Skills activities to develop physical agility.

Within afternoon sessions in our resourced provision, children access Thematic opportunities that allow them to develop skills across the foundation curriculum areas, such as Art, Religious Education (RE), Personal Social and Health Education (PSHE), Physical Education (P.E.), Science, Geography, History, Design and Technology (DT), Music and French, in relation to the learning theme of the half term, which is guided by the children's interests and questions. 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 some sessions in the afternoon, when it is possible for them to engage with the skills and knowledge that is being explored within their mainstream classroom. These children may be supported on a one-to-two or a one-to-three basis by their linked Keyworker, in response to the individual needs of that child.

The class teacher differentiates the learning opportunity appropriately for each child and, when needed, Keyworkers break tasks down further or offer additional resources to ensure that the intended learning is accessible. 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.

How are children supported?

The children are supported by a team of experienced staff which include teachers and Keyworkers/Teaching Assistants and by the wider staff in the mainstream 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

Provision may also include:

- Therapy plans (Sensory Support Service, Speech and Language Therapy, Physiotherapy, Occupational Therapy)
- Individual medical plans

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- Individual toileting programmes
- Group timeline

Specific provisions may include:

- Sloping boards, marker pens, trainer scissors, pencil grips
- Enlarged print provisions
- Now and Next boards
- Social stories
- PECS system
- Makaton
- Narrative project materials

Staffing

Staffing within the provision base consists of:

- One class teacher
- Two full time and two part time Keyworkers/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.

One of our Keyworkers, along with two Midday Assistants, 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, Makaton, Play and communication training, Motor Skills united, Autism, 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.

Outside Professionals

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

Review

Provision for children in Reception are planned and assessed through using the Early Years Foundation Stage curriculum. Activities for children from Year 1 to Year 6 are planned and assessed through the relevant and appropriate year group objectives. 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 which will involve 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 at all times.

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.

Each child has 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.

On our website, our learning journey and curriculum plans will be displayed for each half term to share learning intentions with parents/carers and families.

Parents/carers of our provision children are invited to join the mainstream parent participation events every half term. Parents/carers are also invited to join the provision children and staff for an activity. 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 474 2525.

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

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.

Policy History			
	Document version	Document Revision History	Document Author / Reviewer
	1.0	Original Document	J Appleton
January 2017	1.1	Review	R Sloan/R Peacock
May 2017	1.2	Review – no significant change	R Sloan
November 2018	1.3	Review – no significant change	R Sloan/R Peacock
January 2020	1.4	Review – no significant change	R Peacock/ S.Pountain
October 2020	1.5	Review – a number of minor changes	V Megram