



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





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

Safeguarding and Pastoral Manager: Mrs Jenkins

Inclusion Governor: Jenni Pocsai

Dear parent and carers,



Our SEND information report is a document that aims to explain to parents how we implement our SEND policy. This is a capture of how SEND support is facilitated within our school. If you want to know more about our arrangements for SEND, read our Inclusion policy.

You can find it on our website

www.meadowbankprimary.com

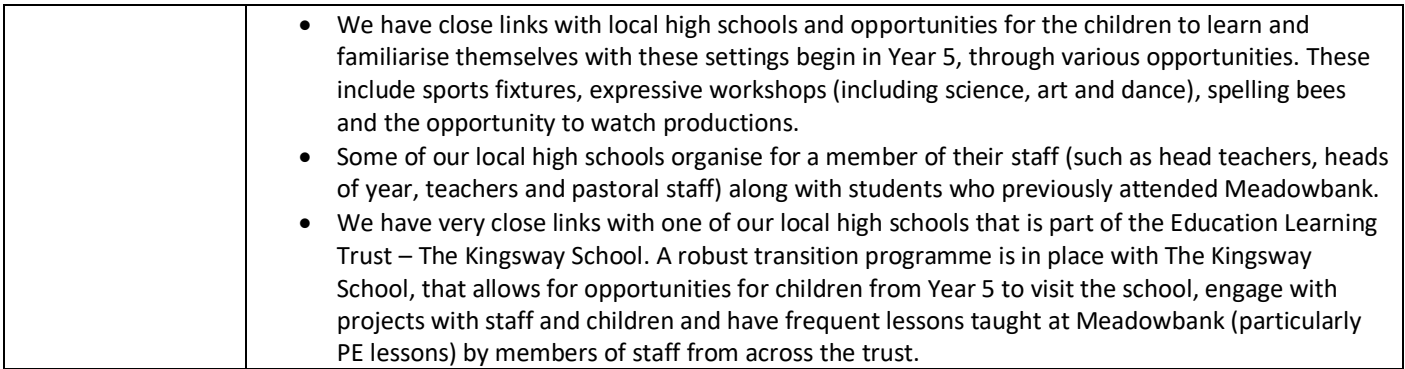
This report has been written to comply with:

- Section 69 of the Children and Families Act 2014
- Special and Educational Needs and Disability Regulations 2014
- SEND Code of Practice 0 –25 years

<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. 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 • use of screening tools recommended by agencies and the local authority • 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 or via class dojo.</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 and, in some cases, 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. • Communication via Class Dojo. • Half termly curriculum newsletters. • Information is shared on the school website. • Parents' evening. • Parent participation events with children in class. • Parental training opportunities, fairs and coffee mornings. • Annual progress reports. • 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 check-ins with children who wish to have additional time to talk with an adult about their emotional health and well-being. • Student surveys, questionnaires and interviews.
<p>What are the arrangements for assessing and reviewing the child's progress towards outcomes?</p>	<div data-bbox="411 560 1369 1086" data-label="Diagram"> <p>This stage is about understanding your child's needs and progress. Teachers observe your child in class, assess their work, and may make use of screening tools or specialist advice. Parents' views and the child's own voice are central to this part to gain a holistic understanding of the child.</p> <p>Once assessments have helped us to understand the current picture, we will make a plan of how we will support your child to make progress. This involves writing specific, measurable, achievable, relevant and time-bound targets. These targets will be shared with parents and monitored by teachers.</p> <p>During this part of the cycle, teachers plan the provision that will support the child to meet their targets. Teachers and support staff work with your child using the agreed strategies and targeted support. Your child continues to learn as part of everyday classroom life, with their support built into their opportunities every day.</p> <p>After a set time (usually a term), the school reflects on and assesses the effect of the plan. Progress is discussed, which includes feedback from parents and gaining child voice. The plan may continue, be adjusted, or change depending on your child's progress.</p> </div> <ul style="list-style-type: none"> • Support plans are reviewed termly and follow the 'assess, plan, do, review' cycle. • Teachers closely monitor the progress and development of all children through on-going marking, assessment and feedback. • The impact of personalised programmes is 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 shared discussion may highlight any potential problems in order for further support to be planned. • 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. • Screening tools are revisited to assess progress. • 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 works alongside class teachers to establish additional transition opportunities for children where necessary. These may include additional visits and opportunities with their new class teacher, shared resources and/or meetings, which parents may be invited to if appropriate. • Where a child is moving setting, 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.

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<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, multisensory approaches, timing and pace variations. • 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. • We believe in ensuring there are 'no glass ceilings' in place that limit a child's success. Some children may require a bespoke curriculum that includes opportunities related to a different year group's age related expectations, however we facilitate this offer within classroom lessons, supporting all children to feel successful and have a sense of belonging. • Access arrangements are made for the Standard Attainment Tests (SATs). • The school is on one level. • The external doors are wide enough for wheelchairs. • We have ramps in place for all doors where there is a step. • There are two 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, specialist chairs, benches and floor equipment. • 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 delivered by the SENDCo and external professionals in response to the needs within our school context. • Staff carefully follow the advice of external agencies, implementing the approaches that they have been trained in. • 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 - Lego Therapy - WellComm - Emotional Based School Avoidance • 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 of our children have equal opportunities to engage in their classroom offer and the wider events across the school. • 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, can be 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, Health and Economic 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 Support Team and Children and Adults Mental Health Services (CAMHs). 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 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 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, Family Help Coordinator and our Mental Health Support Teacher. • For more vulnerable families, 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



	<ul style="list-style-type: none"> - Inclusion Service - Mental Health Support Team - Social Workers
What if the child is looked after by the local authority?	<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>
What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	<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:</p> <p>https://www.educationlearningtrust.com/files/ugd/12c053_a42f2e14ea6d4a5f89439a9340739df4.pdf</p>
What is the Stockport Local Offer?	<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>
What is Stockport's Entitlement Framework?	<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=jbXBlqMyV_g</p>