



Special Educational Needs/ Disabilities Information Report At Meadowbank Primary School

Introduction

At Meadowbank we pride ourselves on being an inclusive family of learners where we recognise each child as being an individual and value their uniqueness. We believe all children have the right to an education and encourage them to aim for their best in both academic and personal success. We strive so that all children can achieve their potential. We seek to remove barriers to learning and provide children with opportunities to acquire new skills, knowledge and understanding. All our classes are supported by skilled staff and children are offered small group work or personalised programmes if needed.

In accordance with government legislation, a child or young person is considered to have Special Educational Needs and / or a Disability (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.

All our children with SEND are fully included in the life of the school and we work closely with parents to make sure all of our children make progress, no matter what difficulties they may face.

The following information about the offer is structured around a set of frequently asked questions.

How does the school know if children need extra help?

At Meadowbank Primary School, children are identified as having SEND through admission information provided by parents and previous schools and settings, concerns raised by parent/carer's, teachers or the child.

Teachers are responsible for the progress and development of the children in their class. They closely monitor the progress and development of all children through on-going marking and assessment and may identify a lack of progress or concerns in a certain area of the curriculum.

Alongside this, staff in school, conduct observations to identify barriers to learning, including social, emotional and mental health difficulties, speech and language concerns and difficulties with motor skills.

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School also act on information provided by external agencies including speech and language assessments, health diagnosis through a paediatrician or through the Child Development Unit, who offer support to families of pre-school children.

Meadowbank Primary School will make provision for children with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and / or physical.

The SEND Code of Practice; 0-25 (2014) describes the four broad areas of need as:

- Communication and interaction
 - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
 - Children and young people with Autism Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and learning
 - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
 - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
 - Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties (SEMH)
 - Children and young people may experience a wide range of social and emotional difficulties which may result in them becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying social difficulties and/or mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
 - Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and/or physical needs
 - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties include children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children and young people with an MSI have a combination of vision and hearing difficulties.
 - Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What do I do if I think my child may have special educational needs?

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All parents play a valuable part in their child's education. It is important to discuss your child's needs with their class teacher. They are available after school for an informal conversation but can make a longer appointment at a mutually agreed time. However, if you have further concerns you can speak to our Special Educational Needs Coordinator (SENCo) Miss Pountain. We will arrange a meeting to discuss your concerns and the progress your child is making in school.

In some cases, Miss Pountain and Mrs Cole-Galley (our Safeguarding and Pastoral Manager) may need to complete an Early Help Assessment (EHA) with parents/carers to get a fuller picture of your child's needs. The EHA can then be used with parental permission to refer to other professionals where appropriate, such as: Speech and Language Therapist, Educational Psychologist, Occupational Therapist, Physiotherapist, Behaviour Support Worker, Social Worker or the Primary Inclusion Team.

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 your child.

How will school support my child's learning?

High quality teaching is the first step in responding to children who have or may have SEND. The class teachers plan each child's education programme which is differentiated accordingly to suit their individual needs. This can take place in many different ways such as teaching the concept in a different way or altering the task, designing activities based on interests of the child, changing the pace or providing different or additional resources.

Where a child is working below age related expectations or is identified as having additional education or social needs, a graduated response is employed. 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'. For example, if a child has needs related to more specific areas of their learning, e.g. phonics, speech and language, social skills development or motor skills then the child may be placed in a small targeted group. The length of time of the personalised programme will vary according to the programme but will be evaluated each term. This occurs as part of a four-part cycle – assess, plan, do, review.

Standard Review meetings are held each 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.

Occasionally a child may need more expert support from a specialist external agency. A referral will be made with your permission, and forwarded to the appropriate agency. After further assessment, advice on support is usually provided to the school and parents/carers, which we reflectively act upon.

A small number of children with SEND require 'high needs provision', these are children whose learning needs are significantly "additional to" or "different from" the support normally provided. In these instances, an Educational Health Care Needs Assessment may be requested, which may result in an Education, Health Care Plan (EHCP) being written. This is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.

The SENCo is responsible for liaising with external agencies and oversees all support and progress of any child requiring additional support.

At Meadowbank the Governors are responsible for ensuring appropriate support for all learners. There is a named link Governor, (Ms Okyere-Fosu) who monitors SEND and Miss Pountain has termly meetings with the Inclusion Governor's working party.



How will the curriculum be matched to my child's needs?

At Meadowbank we provide a skilled based, creative curriculum that is broad, balanced and matches each child's individual needs. We use a wide range of teaching methods and styles to offer a variety of experiences for the children and enable them to acquire the basic skills necessary to realise their full potential. We use a range of differentiation strategies to make sure that every child is given work at the appropriate level for them. Work will be differentiated by the class teacher to target individual needs and enable them to access the curriculum more easily. 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, sometimes supported by an adult, sometimes with their peers and sometimes alone because we aim to encourage independent learning skills in order to best equip children to be lifelong learners.

We aim to ensure every child can access the same curriculum and is fully involved in the life of the school. This may involve additional time with an adult, using more practical resources, having more time to complete work or different teaching strategies. If appropriate, specialist equipment may be provided to the child to aid their learning e.g. pencil grips, sloping boards, easy to use scissors, coloured overlays, specially made books, visual timetables.

How will I know how well my child is doing and how will you help me to support my child's learning?

Each half term you will receive a curriculum newsletter from your child's class teacher, to inform you of the content and knowledge your child will cover and how you can support your child at home.

You will be able to formally discuss your child's progress at Parent's Evenings but are welcome to make an appointment to speak to your child's class teacher or SENCo Miss Pountain whenever you have a concern.

Where a child has a Statement or an EHCP you will be invited to attend an 'Annual Review Meeting' at the end of each academic year and receive a more detailed written report. The external agencies involved are invited so that the effectiveness of the plan and the child's progress towards their outcomes can be reviewed and next steps agreed. In addition, all parents with children who have an identified special need will meet with the class teacher on a termly basis to discuss on-going support, update you on progress and your child's next steps and review and update SEN support plans.

Miss Pountain or your child's teacher may meet with you to discuss how to support your child with strategies to use if there are social, emotional and mental health issues or if they need additional support for their well-being. This may involve support from our Safeguarding and Pastoral Manager or specialist advice from the Behaviour Support Service or Primary Jigsaw. If external agencies become involved, programmes or recommendations may be provided for parents/carers to use at home.

How accessible is the school?

The school is on one level. The external doors are wide enough for wheelchairs. There are three disabled toilets, one located near the SEN Resource base, one in Key Stage 1 and the other on the Key Stage 2 corridor, which are accessible by wheelchair. Resources are provided as required, supported by Occupational Therapy e.g. adapted chairs and we also access Ethnic Diversity Service when needed to enable us to support children with English as an Additional Language.

The Disability Non Discrimination Policy is available on the school website, this is updated with staff and governors on an annual basis. This can be found here:

<http://www.meadowbank.stockport.sch.uk/disability-non-discrimination-policy/>

How are children with medical needs catered for?

Meadowbank's Medicines in School policy is in line with the guidance from the Local Authority. All school staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. Detailed care plans are written when the need arises by the school nurse in consultation with parents/carers for a child with a life-

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threatening condition.

The Medical Conditions in School Policy can be found here:

<http://www.meadowbank.stockport.sch.uk/medicines-policy/>

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

Your child will be cared for primarily by the class teacher. The class teacher, phase leader, Miss Pountain and Mrs Cole-Galley, are readily available for children and their parents who wish to discuss issues and concerns.

In Personal, Social and Health Education we follow a planned programme of a variety of topics. Citizenship underpins all our teaching and learning. We believe that it is important to develop a child's self-esteem and ability to take responsibility for her/himself. How children see themselves and how they relate to others is a vital part of their social education.

Mrs Cole-Galley works with small groups and individual children on a variety of nurturing activities, including time for children to discuss their concerns and supporting transition to secondary school for some children that need additional time to support a successful transition. School also has two linked Social Workers who run self-esteem programmes in school.

Specialised support is required for some children from external agencies such as Behaviour Support Service, Healthy Young Minds Stockport (Mental health and well-being) and Primary Jigsaw (Behaviour and well-being). This can 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.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/ qualifications?

The school accesses additional support from outside agencies to receive more specialised expertise to help school and parents/carers to best support their child.

These include...

- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- School Nurse
- Educational Psychologist
- Primary Inclusion Team
- Learning Support Service
- Behaviour Support Service
- Social Workers

What training and development is done by staff supporting those with SEND?

All staff at Meadowbank School are expected to follow our inclusive ethos. We pride ourselves on knowing all of our children as unique individuals. For this reason, 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. Staff carefully follow the advice of visiting specialists (see above). Additional training and development is implemented in response to need. We currently have some teachers and teaching assistants who are trained in:

- Makaton – a language programme using signs and symbols
- Speech and Language difficulties
- Autistic Spectrum Conditions
- Team Teach – de-escalation strategies for behaviour

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

At Meadowbank we believe that every child has the right to access every part of our broad and balanced curriculum, which includes many opportunities to work outside the classroom. We will work with parents/carers to help your child access learning outside of the classroom and seek parental support and additional support as necessary in order to ensure the safety and wellbeing of all children during activities and visits.

How will the school help children transfer to the next phase of education?

At Meadowbank we aim to provide your child with a smooth transition from entering school, class to class and moving on to high school.

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 SENCo organises transition meetings for all children who we feel will need additional input in moving classes, for children moving from Nursery to Reception, from KS1 to KS2 and from Year 6 to High School. You will be invited to these meetings, along with any outside professionals involved with your child (such as the Behaviour Support Service or Speech and Language Therapist), the current class teacher and your child's next class teacher. Whether your child is moving to our school from an external Nursery or from Year 6 to High School, relevant staff from those schools will also be invited. 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. This will include transition sessions for parents and children and home visits from staff in our Foundation Stage prior to starting school. Similarly, an extra visit for Year 6's leaving for High School can also be arranged.

How are the school's resources/funding allocated and matched to children's needs?

The school is funded on a national formula per child. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's Inclusion Register. The school can apply for a 'top-up', based on very strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. This could be to purchase additional resources or specialist books, but in most cases this will take the form of developing a package of additional adult support and targeted work for learning and development of independence.

How are parents and carers involved in the school?

At Meadowbank Primary School we know that all children, but particularly those with SEND, are happiest and make the best progress when parents and school work closely together.

Parents are invited to meet with their child's class teacher in the Autumn and Spring term when we have our parent consultation meetings. They are also regularly invited to our parent participation events, concerts, workshops and for our open days. For children starting school in Reception there is a New Starters Information Evening.

Parents are encouraged to contribute to their child's SEND Support Plan and are invited to termly meetings relating to their child.

Information about what is going on in school is published in our weekly newsletter and available on our website.

How will my child be able to contribute their views?

At Meadowbank class teachers discuss targets and feedback with individual children on a regular basis. When reviewing SEND Support Plans or EHC plans, children are encouraged to contribute their views about their strengths, the ways that they prefer

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to learn and to their areas for development or next steps. Some of the older children are invited to contribute their views to TAC (Team around the Child) meetings if appropriate.

Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. Mrs Cole-Galley arranges regular meetings with children who wish to have additional time to talk with an adult and The Children's Leadership Team are asked to feedback on any aspect of school life that they may be worried about or that can be improved.

What if the child is looked after by the local authority?

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'.

What is the Stockport Local Offer?

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.

Stockport Local Offer can be found here:

<http://www.stockportinfo.co.uk>

What is Stockport's Entitlement Framework?

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.

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.

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

Who can I contact for further information?

- The first point of contact is your child's class teacher.
- Your next point of contact is the SENCo, Miss Pountain. Appointments can be made by contacting the school office by telephoning 0161 428 6286.
- Mrs Appleton the Headteacher, Miss Carrington our Deputy Headteacher and Mrs Jenkins our Assistant Headteacher are happy to speak to prospective parents. Please contact the School Office to arrange an appointment.
- If you wish to make a complaint, please see our complaints policy on how to do so. This can be found here: <http://www.meadowbank.stockport.sch.uk/complaints-policy-2/>

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

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Policy History			
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