



Meadowbank Primary School Unit Resource Offer

Within Meadowbank Primary School there is a Special Educational Needs 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 wide reaching range of approaches, from one to one support for specific therapies, small group work, to whole class work within the mainstream school. In fact, wherever and whenever possible, our children with significant additional needs are appropriately supported to enable them to be included in our mainstream classrooms learning alongside their peers. The provision base is made up of woodland themed areas including, the Meadow Room and the Meadow Den, which are used to support children for smaller group teaching, intervention programmes, therapy sessions, and to work with the many external agencies who partner school in 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. 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 their physical agility.

During afternoons most of the provision children join their peers in mainstream classrooms for some sessions for example Science, Personal, Social and Health Education (PSHE), Physical Education (P.E.) and Religious Education (R.E) where each child is supported on a one-to-two or a one-to-three basis by their linked Keyworker.

There is a shared emphasis within these afternoon sessions, social inclusion and interaction within their mainstream class alongside academic achievement. 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 Access Plan

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Provision may also include:

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

- two part time teachers (equalling one full time teacher)
- one full time and one part time Keyworker/Teaching Assistant.

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, Learning Support service, 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 One to Year Six are planned and assessed through using P Levels and the National Curriculum.

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

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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.

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 or in person.

Each half term there will be a curriculum letter outlining the learning that will take place in the provision room and in their mainstream classes.

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 Pountain, 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

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