



Meanwood Primary School

Special Educational Needs and Disabilities (SEND)

Information Report

2024-2025

SENCO: Mrs S Molloy

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Dedicated SEND time: Full-time SENCO

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Introduction

Meanwood is a one and a half form entry mainstream primary school situated in the Spotland area of Rochdale, with around 340 pupils on roll. It has a Nursery class with places for 26 morning pupils. We are a diverse school that is fortunate to welcome children and families from many different backgrounds. Our vision is to create a caring and successful school where we grow and learn together, aspiring to be the very best.

At Meanwood, we believe that all pupils are entitled to our full curriculum offer and our aim is to enable all pupils this access, empowering all to reach their academic potential. Teachers plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Our teachers implement a variety of different teaching methods which aim to remove barriers to learning so that children enjoy learning and achieve well. This may involve using practical materials or adapting resources so that they can access the curriculum. If children require additional support, specific interventions will be put in place and progress is monitored closely. These interventions will be delivered by teachers or skilled teaching assistants. SEND pupils with an individual Learning Plan may then receive 1:1 or small group interventions. Pupils with an EHCP may require a differentiated curriculum tailored to meet their needs. Staff engage in regular professional development to ensure they are fully skilled to support children with SEND effectively. We have very high expectations of all the children. At Meanwood, we believe that every teacher is a teacher of every child, including those with SEND.

We have an excellent Pastoral Team, consisting of SENCO, Children's Welfare Officer, Learning Mentor and Attendance Officer.

The SENCO was appointed in September 2020 and completed the National Award for SEN (NASENCO) in November 2019. She is a qualified teacher, a member of the Senior Leadership Team, a Deputy Designated Safeguarding Lead, Mental Health Lead and EAL Coordinator.



This report gives you information about the ways in which we support all of our pupils with SEND so that they enjoy and achieve.

We regularly consult with pupils, parents, staff and governors so provision may change and develop over time.

If you require any further information, please do not hesitate to contact the SENCO via telephone or email (details above).

Regulations	Question	School response
<p>1. The kinds of special educational needs for which provision is made at Meanwood.</p>	<p>What kinds of SEND do children have in our school?</p>	<p>Meanwood Primary School is an inclusive school and welcomes all who wish to attend. We work collaboratively to overcome barriers to attendance, participation and achievement.</p> <p>Children’s and young people’s SEN are generally thought of in four broad areas of need and support. At Meanwood, we provide for children with a range of additional needs.</p> <p>These include:</p> <ol style="list-style-type: none"> 1) Communication and Interaction - some of the aspects of difficulty included in this area are: <ul style="list-style-type: none"> • Autistic Spectrum Condition (ASC) • Speech, Language and Communication Needs (SLCN) 2) Cognition and Learning - some of the aspects of difficulty included in this area are: <ul style="list-style-type: none"> • Moderate Learning Difficulty (MLD) • Specific Learning Difficulty (SpLD) for example; dyscalculia, dysgraphia, dyslexia and dyspraxia. 3) Social, Emotional and Mental Health - some of the aspects of difficulty included in this area are: <ul style="list-style-type: none"> • Anxiety Disorders • Attachment disorder • Attention deficit hyperactivity disorder (ADHD) 4) Sensory and/or Physical - some of the aspects of difficulty included in this area are: <ul style="list-style-type: none"> • Hearing Impairment (HI)



		<ul style="list-style-type: none"> • Visual Impairment (VI) • Physical Disability (PD) • Medical Needs • Epilepsy <p>At October 2024, the number of SEND pupils at Meanwood was as follows: SEN Support – 22% (75 pupils) EHC Plans – 2.7% (9 pupils)</p> <p>Total number of pupils on SEND Register (with an identified SEND): 84 (25%)</p>
<p>2. Information related to mainstream schools about the school’s policies for the identification and assessment of pupils with SEN.</p>	<p>How do you know if a pupil has SEND and how will they be supported?</p>	<p>Children have special educational needs if they have a <i>learning difficulty</i> which calls for special educational provision to be made for them.</p> <p>Children have a <i>learning difficulty</i> if they:</p> <ul style="list-style-type: none"> b) have significantly greater difficulty in learning than the majority of children of the same age; or c) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or d) are under compulsory school age and fall within the definition (a) or (b) above or would do so if <i>special educational provision</i> was not made for them. <p>We understand that children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.</p> <p><i>Special educational provision</i> means:</p> <ul style="list-style-type: none"> a) for children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or b) for children under 2, educational provision of any kind. <p>(Education Act 1996, section 312)</p>



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make termly assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Pupil progress is rigorously monitored at Meanwood through termly assessments, termly Pupil Progress Meetings, and book looks.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If your child is identified by staff as not making adequate progress then appropriate interventions/adjustments are put in place and they are then placed on the SEND register and are carefully monitored through termly Pupil Progress Meetings and Learning Plans. Parents/Carers are kept up-to-date and next steps are discussed.

When pupils already have an identified SEND before they start at our school, we work with the families and agencies who know them and use the information already available to identify how best to support them in our school setting, to ensure a smooth transition.

If you think your child may have additional needs, the class teacher is the first point of contact. Following on from the parent-teacher consultation, the class teacher may then liaise with the SENCO for further advice.

We may refer for specialist advice and/or assessment by an Educational Psychologist or other outside agency.



<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEN Policy?</p>	<p>Our Inclusion Policy will give you the information you need about how we make provision for all pupils with SEND. This is available on our school website or from the school office. If you would like to discuss our SEND provision or find out more, please contact the school SENCO, Mrs Molloy, who would be more than happy to meet with you.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How will I know that my child is making progress?</p>	<p>Children are continuously monitored and assessed. However, each term teachers formally review children's progress and attainment in Pupil Progress Meetings. Any child causing concern is discussed and a plan is put in place to address these concerns. Teachers also meet with the SENCO to review the progress and make further plans for all the children with additional needs and any children causing concern. The impact of intervention is very closely monitored and evaluated to ensure that the child is making progress. These actions and evaluations are recorded on a Learning Plan. Teachers meet with parents/carers to discuss concerns, involve them in the plan for intervention and to review progress at regular intervals. Parents/carers receive a formal written report at the end of the year.</p> <p>The school's SEN Governor, Sharon Garofalo, regularly monitors and evaluates the effectiveness of our SEND provision.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>We believe that parents are the first educators of their children and we aim to work together so that children reach their full potential. As part of this, parents of SEND pupils are actively encouraged to attend all parents' evenings so that progress and provision can be discussed and reviewed.</p> <p>We are happy to offer parents further advice and support either in school or by directing parents to relevant support groups and agencies in the community.</p>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p>How do staff help pupils with SEND?</p>	<p>Our staff have the highest possible expectations for all pupils including those with SEND. All teaching is based on building on what children already know, can do and understand, and moving this on to the next stage. Our teachers implement a variety of different teaching methods which aim to remove barriers to learning so that children enjoy learning and achieve well. This may involve using practical materials or adapting resources so that they can access the curriculum. If children require additional support, specific interventions will be put in place and progress monitored closely. We regularly audit our resources to ensure the best value for money through monitoring their impact on progress.</p> <p>Staff engage in regular professional development to ensure they are fully skilled to support children with SEND effectively.</p>



<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>What adjustments are made so children can learn and achieve?</p>	<p>We have a broad and balanced curriculum which is accessible to all our pupils including those with SEND. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We implement many different strategies to help SEND children progress in school which may include a differentiated curriculum, practical resources and different degrees of adult support. We have accessible ramps to all doors and disabled toilets. An Accessibility Plan is in place and available from our school website which details our statutory duties in line with the Equality Act 2010.</p>
<p>3e. Additional support for learning that is available to pupils with SEN</p>	<p>Is there any extra support available to help pupils with SEND with their learning?</p>	<p>We have a range of skilled staff to support pupils and address any additional needs they have. We support children in the classroom through quality first teaching and also implement interventions, in line with individual Learning Plans.</p> <p>We also call on the expertise of Rochdale Additional Needs Service who has a team of highly skilled staff that support the school in meeting the needs of children with specific needs e.g. Autism, the Visual Impairment and Hearing Impairment.</p> <p>The school SENCO coordinates and monitors the effectiveness of this provision.</p>
<p>3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum</p>	<p>What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?</p>	<p>Meanwood is a fully inclusive school and thus everything we offer can be accessed by <i>all</i> pupils including those with SEND. We offer a wide range of extra-curricular activities including sports clubs, reading club and many others. More details/bookings can be made via the School Gateway app. We also offer regular school trips to enrich our curriculum and these trips are fully accessible for pupils with SEND. Details of these are sent home throughout the year.</p> <p>Pupils who have a disability are supported effectively before/after school, and at break/lunch times if necessary. This includes teachers and/or teaching assistants meeting disabled pupils at entry points in the morning and assisting these pupils to meet parents at home time. These pupils are also supported by leaving the classroom slightly earlier than others at break time, lunch time and home time so they stay safe. A risk assessment for disabled pupils is updated annually.</p> <p>Some pupils, particularly those on the autistic spectrum, can find a noisy playground occasionally difficult to cope with and so we have provision in place to support these pupils. We encourage these pupils to either stay in the quiet area of the playground. Some children are supported in the Canteen, over lunch, by members of the Learning Mentor.</p>
<p>3g. Support that is available for improving the emotional and social development of pupils with SEN</p>	<p>What support will there be for my child's overall well-being?</p>	<p>We aim to meet the holistic needs of our pupils which includes their social and emotional development so they are able to reach their full potential. All children participate in Personal, Social, Health Education (PSHE) lessons in their classes.</p> <p>Children with specific social, emotional or mental health needs are supported by our Learning Mentor who offers a wide range of support including group sessions, 1:1 mentoring and parent support sessions. We also engage, if necessary, with other support services such as the Educational Psychology Service, CAMHS and other agencies.</p>



		<p>The Learning Mentor offers weekly check-ins and emotional and behavioural support to identified children.</p> <p>We have two trained Emotional Literacy Support Assistants (ELSAs) in school who work with children 1:1 or in groups on emotions, self-esteem, nurture, bereavement and social skills.</p> <p>We are part of the Mental Health Support Team, which includes the provision of a counsellor from Place2Be, who is in school every Tuesday. She carries out play therapy on a 1:1 basis with individuals identified by the Pastoral Team.</p> <p>We have a Children’s Welfare Officer, who supports parents of children who are experiencing behavioural difficulties, or who have SEND needs, including autism.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN Coordinator</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>The SENCO is Mrs Molloy.</p> <p>Please contact school to arrange an appointment if you have any questions or concerns.</p> <p>You are welcome to make contact directly via email: smolloy@meanwood.rochdale.sch.uk</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured</p>	<p>How are the adults in school helped to work with children with an SEND and what training have they had?</p>	<p>Our school provides high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of learners, such as pupils with autism, dyslexia, etc. Teachers and support staff regularly attend training courses run by experienced school staff including the SENCO and school’s Speech & Language Therapist, as well as Rochdale REAL Trust and other outside agencies that are relevant to the needs of specific children,</p> <p>E.g. Rochdale Additional Needs Service (RANS) or medical /health training delivered by the School Health Team, Specialist Epilepsy Nurse, Community Nursing Team, etc. Staff work closely with these specialists who provide advice or direct support as appropriate.</p>
<p>6. Information about how equipment and facilities to support children with SEN will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>All day to day teaching areas are fully accessible to all learners including those with SEND. School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority/Health Services provide specialist equipment such as wheelchairs /standing frames / laptops etc. when recommended by a relevant specialist.</p> <p>When necessary, the School Health Team support us in writing Care Plans for pupils with additional needs.</p> <p>Parents/carers are fully involved in this process by attending these meetings and providing vital information.</p> <p>Please see school’s Accessibility Plan for further information.</p>



<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</p>	<p>How will I be involved with planning for and supporting my child's learning?</p>	<p>We actively encourage parents to be fully engaged and involved in their child's education and meet to discuss any concerns that arise as early as possible.</p> <p>Parents' evenings are held in the Autumn and Spring Terms and a school report is sent home every Summer Term. We encourage and appreciate any feedback from parents.</p> <p>For those pupils who have an Education Health and Care Plan (EHCP), an annual review will be held. This is a formal meeting for parents/carers, school staff and other agencies involved in a pupil's education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year.</p> <p>We encourage any parent/carer who has any concerns about their child to speak to school staff as early as possible.</p> <p>For any further information about any of the above, please contact school.</p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<p>How is my child involved in his /her own learning and decisions made about his /her education?</p>	<p>Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self-assessment. Children are encouraged to reflect on their own learning and identify next steps and personal targets.</p> <p>We regularly collect and reflect upon pupil views and use this to support the children in their learning.</p> <p>Pupils with an EHCP contribute to their meeting by completing a 'Pupil Voice' sheet. This is their opportunity to express their views and opinions.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</p>	<p>Who should I contact if I have concerns about my child's learning and / or progress?</p>	<p>Your first step should be to talk with your child's class teacher.</p> <p>If you continue to have concerns you should contact Mrs Molloy, SENCO.</p> <p>If this still does not resolve your concerns you should make an appointment to see the Headteacher.</p> <p>If the matter is not resolved you should follow the school's complaints procedure which is available on the school website or from the school office.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary</p>	<p>Who else provides services in school for children with SEN or disabilities?</p>	<p>The range of agencies and support services school works with include, but are not limited to:</p> <p>Educational Psychology Service</p> <p>Speech and Language Therapy Service</p>



<p>organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>		<p>Occupational Therapy/Physiotherapy</p> <p>Rochdale Additional Needs Service (RANS) – TASC Team, Physical and Medical Support Team, Hearing Impaired Team, Visual Impaired Team</p> <p>Child and Adolescent Mental Health</p> <p>#Thrive</p> <p>School Health Team</p> <p>EHA Team</p>
<p>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Contact Mrs Molloy, Special Educational Needs Coordinator (SENCO)</p> <p>smolloy@meanwood.rochdale.sch.uk</p>
<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<p>Transition arrangements are in place for all children. All classes have opportunities to spend time in their new class in the Summer Term. Where appropriate, additional transition programmes are implemented, particularly for our Year 6 pupils. Our staff have transition meetings each Summer term to pass on important information about all pupils, but with a particular focus on the needs of children with SEND. This is to ensure that strategies and resources that have proven to be successful for those pupils are ready to be implemented in September.</p> <p>We liaise closely with our receiving High Schools to ensure a smooth and successful transition for our pupils with SEND. We try to arrange additional visits wherever possible.</p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page</p>

