



Special Educational Needs and Disabilities at Meadow Vale Primary School

Information Report 2020-2021

How Meadow Vale identifies children/young people with special educational needs and disabilities (SEND):

Our school rigorously monitors the attainment/progress and social development of all the children. The Special Educational Needs Co-ordinator (SENCo) meets regularly with the Family Support Advisor (FSA), Headteacher, Deputy Headteacher and teaching staff in order to identify children who appear to be experiencing difficulties and may have additional needs or SEND. Teachers, the SENCo and FSA are available to discuss any concerns from parents about the development of their children. Our school uses a graduated approach to managing SEND. Children are given tailored and specific support in order to access the curriculum and make progress, in order to reach their full potential. For some children it may be necessary to refer to outside agencies and professionals for specialist support. In these cases, the school will organise this with parental consent.

What you should do if you think your child has SEND:

You should speak directly to the class teacher to discuss any concerns. Further support and information can be obtained from the SENCo or FSA.

Who oversees and plans your child's education programme, if they are identified as having SEND:

This will be done by a combination of professionals, depending on the needs of your child. The class teacher will be in direct contact with you and your child, but some of their plan may have been drawn up with the advice of other professionals. The school's SENCo will liaise between parents, teachers and professionals to facilitate the smooth running of the education programme for children with SEND.

How you will be informed /consulted about the ways in which your child is being supported:

Time is always available through parent consultation meetings. Parents are always informed about any referrals/observations/assessments that are being carried out, as are the outcomes and recommendations given by those professionals. The class teachers, SENCo and FSA are also available via appointments made through the school office or direct email.

How Meadow Vale will balance your child's need for support with developing their independence:

We will always strive to include children into their mainstream classes and to become independent learners. The pace/timing at which this is achieved will be dependent on the needs of your child.

How Meadow Vale matches/differentiates/personalises the curriculum for your child's needs:

We value quality first teaching at Meadow Vale. Every class teacher differentiates and/or personalises learning for the children in their class, in order to help each individual achieve success.

Teaching strategies that Meadow Vale uses for children with learning and/or additional needs (including autistic spectrum disorder, hearing or visual impairments and speech and language difficulties):

Our school will adopt whichever strategies are recommended for working with each individual child. We have a wide range of experience/strategies and equipment in place already, which we will draw upon as required.

Additional staffing that Meadow Vale provides from its own budget for children with SEND:

Our school employs a number of additional adults (TAs) as well as specialist teachers, to work with those children identified with SEND.

Specific intervention programmes that Meadow Vale offers to children with SEND and how they are delivered:

We provide a range of intervention strategies to meet the needs of the children. How they are staffed, varies according to the needs of the group or individual. We adopt a range of reading, writing and social and emotional interventions in both small groups and for individuals.

Resources and equipment that Meadow Vale provides for children with SEND:

We already have a range of specialist resources and strategies currently in school to aid with the teaching of SEND. We have technology to support children with visual or hearing impairments, and work with specialists and outside agencies in order to provide resources to help our children access all areas of the curriculum. We also endeavour to provide any further resources required, as and when appropriate.

Special arrangements for taking examinations:

Children identified with SEND, may be entitled to extra time and/or adult support with the reading of questions and/or scribing, especially those children who experience fine motor difficulties. Again, arrangements will vary depending on the needs of the child.

How Meadow Vale monitors your child's progress and how you can be involved in this:

Class teachers continuously assess the children on an informal basis. However, formal assessments are carried out every six weeks and this information forms the basis of discussion at parent consultations. Any parent is welcome to discuss their child's progress with their class teacher at other times, by appointment via the school office.

How new targets will be set when your child's progress is being reviewed:

If your child has a statement of special needs (an Education and Health Care Plan), these have annual review meetings where all professionals involved, along with the parents, meet to discuss targets and progress. If your child does not have an EHCP but requires personalised targets to work on, they will have an individual learning plan, which will be discussed and reviewed at the parent consultation meetings.

Further opportunities to discuss your child's progress, in addition to Meadow Vale's standard reporting arrangements:

The class teacher, SENCo and FSA are available to speak to via appointments made through the school office.

How Meadow Vale assesses the overall effectiveness of its SEND provision and how parents/carers and children take part in this evaluation:

Meadow Vale has rigorous monitoring strategies to assess the progress and provision for all children, including those with SEND. Parents and carers are asked for their views via the annual school questionnaire, with the children being provided with their own 'Pupil Voice' questionnaire designed by the SENCo.

Support available to promote the emotional and social development of children with SEND:

There is a variety of clubs and groups available, in order to nurture the emotional and social needs of our children. 'Acorn Club' is a specially designed facility for children who benefit from a structured social environment at lunchtimes. Self-esteem, confidence building and social skills groups run throughout the afternoons and the FSA, as well as our four trained ELSAs (Emotional Literacy Support Assistants) offer 1:1 nurturing sessions. The school also employs a Play Therapist to deliver a specialised programme for identified individuals.

Support for children who have difficulties in conforming to our school behavioural expectations:

Meadow Vale has very good links with the Local Authority Behaviour Support Team, who come and advise staff and offer strategies to help manage children with challenging behaviour. We have our own excellent support staff who can manage children on a 1:1 basis and we will always endeavour to have each child fully integrated into their mainstream class.

Specialist services and expertise that is available at, or accessed by Meadow Vale:

The school accesses, via referrals following parental consent, a wide range of Local Authority services.

Training opportunities/qualifications provided for staff in SEND:

Our staff have access to any training/qualifications that are required, depending on the needs of the group/class or individuals who they are working with.

How we ensure that children with SEND are included in out of school activities and trips:

As long as the accessibility of the venue allows all children to attend, we will endeavour to include all children on our school trips.

Accessibility of the school building and the facilities within it:

The building and all relevant facilities are accessible for all children, as shown in the school's Access Plan and Accessibility Arrangements Document.

Preparation to join Meadow Vale or transfer to a new school or the next stage of education:

We offer visit sessions for children joining the school to meet their new teacher and peers. We also have a moving on morning at the end of each academic year, which provides this same opportunity. Alongside this, there is a thorough handover meeting between teachers and the SENCo, about each cohort. We have very strong links with the local secondary schools and transition is carefully planned and managed, including the provision of extra support sessions for our more vulnerable children.