

Meadow Vale Primary School Local Offer

Meadow Vale Primary School is a large, three-form entry primary school in Bracknell with its own Nursery and two Resources for children with Special Educational Needs.

We have outstanding facilities within our large school grounds, including an all-weather sports pitch, an adventure playground, extensive grassed areas and a wide range of extra-curricular activities.

Our school enjoys an excellent reputation within our local community because of its hard-working staff team who strive to ensure that every child is encouraged to develop their potential through a stimulating, challenging and relevant curriculum. We are very proud of our school, have high expectations of what we can achieve together and value the contribution that parents and carers make to their child's education.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

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.

1.2 What should I do if I think my 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.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

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.

2.2 How will I be informed / consulted about the ways in which my 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.

2.3 How will the school balance my 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.

2.4 How will the school match / differentiate the curriculum for my 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.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, 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.

2.6 What additional staffing does the school provide 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.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

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.

2.8 What resources and equipment does the school provide 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.

2.9 What special arrangements can be made for my child when 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.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I 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.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

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.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

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

3.4 What arrangements does the school have for regular home to school contact?

All pupils are provided with either a Reading Record or Student Planner (depending on their age group) in which there are spaces for staff and parents to communicate. For some individuals, a separate Home-School communication book may be set up.

3.5 How can I help support my child's learning?

At the start of each academic year, the school hold year group parent information sessions which you are encouraged to attend. Parent consultations in October and February allow further opportunity to discuss your child's progress and ways in which they can be supported at home. Daily support in reading, spellings and times-tables practice is encouraged, as well as providing support with any homework tasks that are set.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

The school has strong links with the Family Support Team who often provide parent workshops based on the curriculum. The FSA is also able to signpost you to relevant workshops that will help to support any specific areas of your child's progress and/or well-being.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

If your child has a statement of special needs (an Education and Health Care Plan), these have annual review meetings for which your child will be asked to complete their 'Pupil Voice' questionnaire.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

N/A as we are a Primary School

3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people 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.

4. Support for my child's overall well being

4.1 What support is 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.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

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.

4.3 What medical support is available in the school for children with SEND?

The school has a number of First Aid trained support staff. If applicable, your child will have a Personal Treatment Plan which will be shared with all relevant adults.

4.4 How does the school manage the administration of medicines?

Parents are required to complete and sign a medical form. Medication is kept in allocated areas and administered by an appropriate adult at the required times.

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

The school has an intimate care policy which is shared with parents and followed by the adults who work with your child.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEND support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.?

The school accesses, via referrals following parental consent, a wide range of Local Authority services which includes all of the above.

5.2 What should I do if I think my child needs support from one of these services?

You should contact your child's class teacher in the first instance, who will then liaise with the school SENCo. Following any necessary discussions and/or observations of your child, you will then be asked to provide consent, in order for a referral to the specified service to be made.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Referrals with parental consent are made to these services as and when required. Once your child has reached the top of the waiting list, a therapist will contact the school SENCo to arrange a visit.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

You should contact your child's class teacher in the first instance, who will then liaise with the school SENCo. Following any necessary discussions and/or observations of your child, you will then be asked to provide consent, in order for a referral to the specified service to be made. If your child is below statutory school age, you should arrange taking them to one of the local drop-in clinics.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

Following the school's safeguarding policy, the school's safeguarding team will contact Children's Social Care services either via email or telephone as and when it is deemed necessary.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

Our teachers have access to any training/qualifications that are required, depending on the needs of the group/class or individuals who they are working with. There is regular staff training in the production, implementation and review of EHCP Provision Maps, Learning Plans and monitoring systems. The SENCo delivers regular training to all teaching staff regarding SEND. The SENCo also attends Pupil Progress meetings to ensure inclusion is considered at every level of discussion.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

Our support 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.

6.3 Do teachers have any specific qualifications in SEND?

This depends on the individual.

6.4 Do teaching assistants have any specific qualifications in SEND?

This depends on the individual.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be 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.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

If deemed necessary, you will be invited to discuss any special arrangements that your child may require, in order to access activities and trips organised by the school.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

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

8.2 Have adaptations / improvements been made to the auditory and visual environment?

There is access to the appropriate educational resources/seating positions for both visually and hearing-impaired pupils, including organised visits from the Sensory Consortium.

8.3 Are there accessible changing and toilet facilities?

These are in place in our Nursery Building for EYFS, the Year 2 area for KS1 and along the main corridor for KS2.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

The building and all relevant facilities are accessible for all children, as shown in the school's single equality scheme which is reviewed as and when necessary.

8.5 How does the school communicate with parents / carers who have a disability?

Parents/carers needs are accommodated as much as possible and on an individual basis. If required, the school utilises services available for converting written information to alternative formats.

8.6 How does the school communicate with parents / carers whose first language is not English?

The school reviews formats publicised on the school website, particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. We encourage parents to bring an advocate (trusted representative) who is able to offer translation services. If required, we can access support from the local authority EAL team to translate letters etc.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

Home visits are made for those children who are joining our Nursery class. We offer visit sessions for children joining the school to meet their new teacher and peers.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

We have a moving on morning at the end of each academic year, as well as thorough handover meetings between teachers and the SENCo about each cohort. Transition booklets containing photos of key adults and areas are also available for your child as an additional support.

9.3 How will my child be prepared to move on to his or her next school?

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.

9.4 How will you support a new school to prepare for my child?

The SENCo of each school will liaise and, if applicable, a Team Around the Child (TAC) meeting will be organised, to include parents and any relevant professionals who will be working with your child in the future. Transition visits to your child's new school will also be organised if this is requested and deemed appropriate.

9.5 What information will be provided to my child's new school?

Your child's school file and SEND file will be sent on to their new school.

9.6 How will the school prepare my child for the transition to further education or employment?

N/A as we are a Primary school.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your child's class teacher should always be your first point of contact.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

The school's FSA is available to discuss any concerns you have or support you require. It may be decided that a Common Assessment Framework (CAF) will benefit your family and/or a referral is made to the Local Authority Early Help Hub. Professionals within this network will then help to decide if your family would benefit from a Support Worker.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The school's FSA is available to signpost you to relevant support networks and/or agencies.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

Parents are encouraged to speak to the class teacher in the first instance as issues arise.

General feedback is invited via our annual parent questionnaire.

Parents can email the school office if they wish to compliment a general element of the school.

The school has a complaints procedure policy which can be found on the school's website.