



Making the difference ... together

Special Educational Needs and Disabilities at Meadow Vale Primary School

Parent/Carer Frequently Asked Questions:

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

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

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 Family Support Advisor.

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 schools SENCo will liaise between parents, teachers and professionals to facilitate the smooth running of the education programme for pupils with SEND.

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/FSA are also available via appointments made through the school office or direct email.

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 the child.

How will the school match/differentiate the curriculum for my child's needs?

We value quality first teaching at Meadow Vale, where every class teacher differentiates learning to the individual needs of every child in their class. We strive to meet the individual needs of all pupils in order to help each of our pupils achieve success.

What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

The 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.

What additional staffing does the school provide from its own budget for children with SEND?

Our school employs a number of additional adults (LSAs) and teachers who work with our SEND children, alongside others with additional needs.

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.

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 children. We have technology to support children with visual impairment and work with specialists and outside agencies in order to provide resources to help our pupils assess all areas of the curriculum. We will also endeavour to provide any further resources required to meet the needs of our pupils.

What special arrangements can be made for my child when taking examinations?

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

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 6-8 weeks and this information forms the basis of discussion in 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.

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.

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/FSA are available to speak to via appointments made through the school office.

How does the school assess the overall effectiveness of its SEND provision and how do parents/carers and young people take part in this evaluation?

The school has rigorous monitoring strategies to assess the progress and provision for all of the children, including those with SEND. Parents/carers and young people are asked for their views via the annual school questionnaire.

What support is available to promote the emotional and social development of children with SEND?

The school runs a variety of clubs to nurture the emotional and social needs of the children. The 'Acorn Club' is a specially designed facility/group for pupils who benefit from a structured social environment both before school and at lunchtimes. There are self-esteem and confidence building groups available and the school employs a Creative Arts Therapist who delivers a specialised programme for identified individuals. The FSA also offers 1:1 nurturing sessions.

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?

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

What specialist services and expertise are available at or accessed by the school?

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

What training opportunities/qualifications are provided for staff in SEND?

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

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 visits.

How accessible is the school building and the facilities within it, for children with SEND?

The building and all relevant facilities are accessible for children with SEND, as shown in the school's single equality scheme.

How will my child be prepared to join the school or transfer to a new school or the next stage of education in life? *We offer visit sessions for children joining the school to meet their new teacher and classmates. 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 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 pupils.