



Special Educational Needs and Disabilities: Parent/Carers Information

At Meadowside Primary school we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with Special Educational Needs or Disability (SEND), receive their right to a high quality, accessible and balanced curriculum.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We believe this to be important to allow each individual pupil to develop into a responsible member of the community. To achieve this, we strive to provide an environment that is secure, stimulating, supportive and memorable, whereby each pupil feels valued as part of our community and encouraged to achieve their full potential.

At Meadowside Primary school we aim to provide an environment in which members of the school and wider community are accepted, understood, safe, secure, welcomed and challenged. We believe that each person has a unique and valuable contribution to make in enhancing and enriching our community.

We are committed to promoting equality of opportunity regardless of issues of race, Belief, sexuality, gender or class and to provide equality of access for all. We have very high expectations of both adults and pupils.

Who are the best people to speak to if I think my child may have Special Educational Needs or Disability (SEND)?

The SENDCo and Deputy SENDCo: Mrs Mills and Mrs Line

They are responsible for:

- Co-ordinating all the support and progress for all our pupils with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all our pupils get a consistent, high quality response to meeting their needs in school.



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- Ensuring that you are:
 - Involved in supporting your pupil's learning;
 - Kept informed about the support your child is getting;
 - Involved in reviewing how they are doing.
- Liaising with other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in our school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support or professional development for teachers and support staff in school so they can help children with SEND in our school.



How can I let the school know if I am concerned about my child's progress in school?

Talk to us,

If you have concerns about your child's progress or needs you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to our SENDCo or Deputy SENDCo.

If you are still not happy you can speak to the Headteacher.



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Class Teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional intervention your child may need (this could be things like targeted work and/or additional support) and letting the SENDCo know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned intervention/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working in partnership with the child's parents to develop a cohesive team.

Headteacher- Mrs Garnham

SEND Governor-

Responsible for:

Responsible for:

- The day to day management of all aspects of the school, this includes the support for our children with SEND.
- Giving responsibility to the SENDCo/ Deputy SENDCo and class teachers and responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Strategic planning to continually improve the provision for all children with SEND.

- Meeting regularly with the SENDCo/ Deputy SENDCo and reporting to the Governors to keep everyone informed.
- Making sure the children with SEND are fully involved in all school activities.
- Ensuring the provision for children with SEND promotes high standards and is accessible.
- Ensuring the SEND provision is monitored regularly.
- Ensuring the school adheres to the Code of Practice 0-25 2015.



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How will the staff at Meadowside Primary school know how well my child is doing?

- Your child's progress is continually monitored against age related national expectations.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all our children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- If your child is in Year 2 and Year 6, but is not working at national expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called Pre-key stage 1 or Pre-key stage 2: pupils working below the national curriculum assessment standard.
- Children who are on the SEND register will have an inclusion passport and be part of an intervention group which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an Education and Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.
- Our SENDCo and Deputy SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

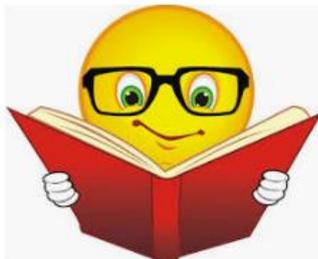
How will the curriculum be matched to me child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.





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What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome to make an appointment to meet with either your child's class teacher or the SENDCo to discuss how your child is getting on.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.

What are the different types of support available for children with SEND in Meadowside Primary?

Class teacher input via excellent targeted classroom teaching also known as quality first teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo/ Deputy SENDCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help the make the best possible progress.
- All children in school should be getting this as a part of excellent classroom practice when needed.

Specific intervention work with smaller groups of children.

Intervention groups:

- Run for academic, social, emotional or behavioural needs.
- Run in or outside the classroom.
- Run by a teacher, or most often a teaching assistant, who has received training.



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Stage of SEN Code of Practice:

SEN Support

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/She will engage in group sessions with specific targets to help him/her to make more progress.
- A teacher/ teaching assistant will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.



Specialist groups run mainly by school following advice and programmes from outside agencies.

For example:

- Speech and Language Therapy
- Occupational therapy
- Sensory support
- Behavioural support
- Educational Psychologist
- Community Paediatrician

This means they have been identified by the class teacher/ SENDCo as needing some extra specialist support in school from a professional outside the school.



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For your child this would mean:

- Your child will have been identified by the class teacher/ SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional.
 - The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
 - This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.





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Which intervention groups are running at Meadowside Primary school?

Speech Groups

Maths Support

Language Groups

Writing Support

Language for Thinking

Memory Skills

Read Write Inc

Nurture

Reading Support



Stage of SEN Code of Practice

Education Health Care Plan



Specified Individual support for your child of more than 20 hours in school.

- This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENDCo as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.
- Usually your child will also need specialist support in school from a professional outside the school. This may be from:
- Local Authority central services such as Educational Psychologist or Sensory Service (for children with a hearing or visual need).

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a statutory assessment.



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If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and if they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child will be supported from the LA and how the support should be used and what strategies must be put in.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- This type of support is available for children whose learning needs are:
 - Severe, complex and lifelong and cannot be met through quality first teaching or intervention over time.



What support will there be for my child's overall well-being?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is vital to a child's well-being. We have a caring, understanding team who look after all our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the class teacher liaises with the SENDCo or Pastoral Lead for further advice and support. This may involve working with outside agencies.
- The school also has a Family and Pastoral Lead who supports our vulnerable children and families.
- The administration of medicines and provision of personal care is carried out by our well-trained assistants. All necessary training will be implemented and regularly updated.





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How are the teachers at Meadowside helped to work with children with an SEND and what training do they have?

- Our SENDCo/ Deputy SENDCo help support class teachers in planning for children with SEND.
- Our school staff are regularly trained in SEND areas of need, including whole school training on ASD, Attachment Disorder, Speech and Language difficulties.
- All of our teaching assistants are trained to deliver Read, Write Inc phonics.

How is Meadowside accessible to children with SEND?

- The school site is accessible to wheelchairs.
- Yellow and white lines are painted on the edges of all steps to support children with a visual impairment.
- We have a disabled toilet with a moveable frame.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra- curricular provision is accessible to all children including those with SEND.



How will my child be included in activities including school trips?

It is important to us to ensure all our pupils are fully included in all parts of the school curriculum and we aim for all children to be included on school trips. We will ensure the necessary support and/or training is in place to ensure all children can access the trip or activity.

A risk assessment is carried out prior to any off site activity to ensure all pupils, staff and parents health and safety is not compromised.

Enrichment activities are provided for all children irrelevant of their needs and supported appropriately.





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How are the school's resources allocated and matched to the needs of all pupils with SEN?

- The school budget, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher, Inclusion Manager, Inclusion Team which includes SENDCo, Deputy SENDCo, Pastoral Manager and SEND Support Lead discuss all the information they have about SEND in the school, including:
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- We have team of TAs who are funded from the SEN budget to deliver programmes designed to meet the needs of our pupils.
- All resources/training and support are reviewed regularly and changes made as needed.

How is the decision made about what type and how much support my child will receive?

- The class teacher and TA alongside the SENDCo/Deputy SENDCo will discuss individual needs and the level of support that would be appropriate.
- Different children will require different levels of support in order to achieve their age expected levels.
- On –going discussions with parents will take place to inform them.
- Reviewing your child's intervention regularly will inform us of your child's progress with the additional support.





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How will Meadowside support my child when they are leaving school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new schools SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All interventions will be shared with the new teacher.
- A transition social story will be given to each SEND and Vulnerable child outlining the new adults they will be working with, photographs of the new environment and key places in school.
- Additional visits to the new class and regular contact with the new teacher will be planned for if necessary.

In Year 6:

- When it is time to make a decision about secondary transfer we are happy to discuss possible options, offer advice and in some cases visit secondary schools with you.
- The SENDCo/Deputy SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.



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In Reception:

When your child is starting school in Reception, we recognise you may have concerns. There are a number of people who you can talk to for help and advice:

- Your current nursery staff- they know your child very well and will put your concerns at ease or signpost you to further support.
- Reception teachers- there will be lots of opportunities to meet the class teachers and share your concerns.
- The SENDCo/ Deputy SENDCo- if your child has additional needs a meeting will be set up to discuss the best way to support your child and a transition plan will be identified.



What support does Meadowside have for you as a parent of a child with SEND? How do they establish equal partnerships between parents and school?

- Parent views are very important to us. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo/Deputy SENDCo are available to meet with you to discuss your child's progress or any concerns/ worries you may have.
- All information from outside professionals will be discussed with you as the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.

Who can you contact for further information?

- Parent views are very important to us. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.



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- Our SENDCo/Deputy SENDCo is available to meet with you to discuss your child's progress or any concerns/ worries you may have.
- Our Family and Pastoral Lead is available to meet with you to discuss your child's progress or any concerns/ worries you may have.
- For further information, please look on our school website or the Northamptonshire's Local Offer.

