



Meadow View
Primary School

SEND Information Report

Overview

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, including those who have SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

This report has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' 2015 to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2022 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice these relate to the information outlined in KCSIE and the spending of your SEND budget.

Contents

1. Our school's approach to supporting pupils with SEND
2. Meeting the needs different kinds of SEND
3. Key staff
4. Identifying pupils with SEND
5. Consulting with pupils and parents
6. Involving key stakeholders
7. Progressing towards outcomes
8. Transition support
9. Teaching approach
10. Adaptations to the curriculum and learning environment
11. Inclusivity in activities
12. Supporting emotional and social development
13. Online safety
14. Sexual violence and harassment
15. Evaluating effectiveness
16. Handling complaints
17. Spending the budget
18. Local Offer
19. Additional support

1. Our school's approach to supporting pupils with SEND

Meadow View is an inclusive school.

All pupils with SEND are supported through quality first teaching. Our SEND policy outlines the definition of SEND and how we identify needs. The roles and responsibilities of key staff and the assess, plan, do and review cycle of support that we offer.

Early identification of need and timely early intervention is key to our offer and actions are taken from the earliest opportunity, through the engagement of external services and support avenues for our families.

All children with an identified SEND need are registered on our inclusion register. Relevant documentation, specific to the area of need is completed. We support children through universal, targeted and specialist support through a graduated response to need.

We actively seek parental engagement at each stage and value all stakeholders' contributions to the co-production of any SEND IEPs and support plans.

Meadow View Primary has an experienced Inclusion Team, based in the school's Inclusion Hub.

The team comprises of:

Mrs J Logan: Head Teacher

Mrs S Gregg: Assistant Head Teacher for Inclusion (Acting SENDCO)

Miss D Hunter: Inclusion and Learning Executive

Miss J May: Behaviour and SEMH lead. (Acting SENDCO)

Mrs B Morgan: Inclusion and Safeguarding Officer

2. Meeting the needs different kinds of SEND

Social, emotional and mental health

- Trauma Informed and restorative practice throughout school.
- Trauma Informed practitioners on site.
- Whole school positive behaviour and relationships system based on 'Aim High, Be Safe, Be Kind (ASK)' – school rules.
- Team teach, positive handling co-regulation support.
- Highly trained Access Resource team including ELSA, Lego Therapy, Art Therapy and animal Therapy.
- Staffing and provision planned to enable access to emotionally available adults.
- My Happy Mind taught weekly as part of the curriculum.
- The use of ROAR to support mental health in schools. ROAR is a whole school approach to mental health and wellbeing.
- ROAR Regulators-personalised SEMH plan for those that require them.
- ROAR Responders (staff that the children choose who they feel they can speak to) in all classes.

Cognition and learning

- Quality first teaching.
- Support staff in class.
- Tightly tracked and bespoke Phonics interventions.
- Multisensory approach used in many lessons.
- Specific programmes/supports for Literacy and Maths.
- Regular support from Fusion SEND HUB and Educational Psychologist.
- Birmingham tool kit use to track and support planning.
- Class Plans generated
- Bespoke Maths and Literacy groups planned for those that require them.

Communication and interaction

- Speech and Language Traded Service bought into school to provide specialist knowledge.
- Whole school oracy approach delivered through quality first teaching
- All Foundation Pupils screened for Speech and language difficulties on entry.
- Small group interventions are planned with entry and exit data – Foundation Language Intervention Programme
- Staff trained in specialist approaches to develop speech language and communication skills – Hanen, Elklan
- 1:1 bespoke Speech and Language programmes delivered by trained staff and monitored by Speech and Language Traded Service Therapist.
- Communicate in print used as a whole school strategy to support language and communication
- Makaton Used for identified pupils.

Sensory and/or physical needs

- Disabled changing room / toileting facilities
- Sensory profiling undertaken for identified pupils
- Staff trained in identifying and understanding sensory needs
- Sensory room in school
- Individual classroom resources are allocated as part of pupil provision based on need
- Advice sought from Specialist Sensory Occupational Therapist as necessary
- Building adapted to ensure accessibility e.g. wide doors, one level, lift, disabled parking etc.
- External support from specialist services such as the visual impairment team, hearing impairment team, medical teams, physiotherapists.

3. Key school staff and expertise

	<p>Miss D Hunter</p> <p>Inclusion and Learning Executive</p> <p>school@mvp.jmat.org.uk FAO SENCO 01709 740500</p>		<p>Miss J May</p> <p>Behaviour, Social, Emotional and mental Health Lead</p> <p>school@mvp.jmat.org.uk FAO SEMH Lead 01709 740500</p>		<p>Miss R Forster</p> <p>Inclusion Champion</p>
	<p>Mrs J Logan</p> <p>Head Teacher</p>		<p>Bev Morgan</p> <p>Inclusion and Safeguarding Officer</p> <p>school@mvp.jmat.org.uk FAO ISO 01709 740500</p>		<p>Mrs K Johnson</p> <p>Inclusion Champion</p>
	<p>Mrs S Gregg</p> <p>Assistant Head for Inclusion and Acting SENDCO</p> <p>school@mvp.jmat.org.uk FAO SENCO 01709 740500</p>		<p>Dawn Riley</p> <p>Attendance Officer</p>		<p>Mrs L Culyer</p> <p>Inclusion Champion</p>

4. Identifying pupils with SEND

Children with SEND are identified by one of four routes all of which are part of the graduated response to assessing, identifying and providing for pupils' special educational needs:

1. The progress of every child is monitored at regular pupil progress meetings against nationally set criteria. Where children are identified as not making progress, in spite of quality first teaching, they are discussed with the SENDCo and parents and a plan of action is agreed with the teacher.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and alert the inclusion team of their concerns.
3. Other professionals may alert school that a child has or may have additional needs. This will then be discussed by the inclusion team and appropriate action will be taken as required.
4. Parents are able to alert school if they feel that their child may have a Special Educational Need. This will then be discussed by the inclusion team and appropriate action will be taken as required.

The inclusion Team use a range of internal screening tools to further explore any initial concerns. These tools include: Boxall profiling, GL Dyslexia Portfolio, Flip pre assessment language screen, sensory questionnaires, Birmingham toolkit, baseline assessments and phonics assessments.

If initial screening highlights needs, further assessment may be required and therefore the inclusion team will refer pupils into the appropriate service these can include but are not limited to: Aspire Outreach, Fusion SEND HUB, Education Psychology Service, Speech and Language service, Child Development Centre, Child and Adolescent Mental Health Services, School nurse, Sensory specialist Occupational

5. Consulting with pupil and parents.

Parents

We consult with parents / carers with SEND and involve them in their child's education through:

- SEND meetings
- Multi-Agency Meetings
- Parent consultations
- Informal discussions (Multi platforms available – telephone, email, virtual, face to face)

Pupils

We consult with pupils with SEND and involve them in their education through:

- Marking and feedback
- Targeted work reflective of the success criteria
- Annual One Page Profiles
- Gathering wishes and feelings
- ROAR support intervention
- When age appropriate children to contribute to their EHCPs, Support Plans, IEPs and annual Reviews

6. Involving key stakeholders

We work with a range of other external professional to support the needs of our pupils. These include but are not limited to:

- Educational psychology service
- Learning support service – Fusion SEND HUB
- Social services / Early help – Local authority
- Virtual schools – All relevant local authorities
- Special Guardianship Order Team – Local Authority
- SENDIASS – Local authority
- Positive handling team – Team Teach
- CAMHS – NHS
- Child Development Centre - NHS
- Speech and language therapy – NHS
- Occupational therapy, physiotherapy, paediatricians, GP's - NHS
- Barnardo's – Voluntary sector
- Aspire Outreach service
- School Nurse
- Sensory Specialist Occupational Therapist
- Visual Impairment team
- Hearing impairment team

7. Progressing towards outcomes

The school's arrangements for supporting pupils' progress towards outcomes include:

- Quality first teaching
- Plan, do, review cycle including SEND meetings with parents and where appropriate pupils
- Working with parents and young people as part of this assessment and review through informal and formal meetings
- Pupil progress meetings with the class teacher, SENDCo and Head Teacher
- Reviewed curriculum offering quality learning experiences
- Engagement of and continuing liaison with additional services
- Planned programme of CPD for all staff

8. Transition support

Our school supports pupils with SEND as they move between phases of education by:

- Home visits before entering into Foundation Stage to gather information and begin to build relationships.
- Meet with pre-school settings or previous school to share SEND information
- Inclusion Support Officer conducts admission meeting to elicit and share information
- Enhanced transition for identified pupils these can include additional meetings, additional visits, phased start, transition passports
- Teacher and SENDCo discussions
- Enhanced transition arrangements to secondary provisions this can include additional meetings, additional visits, aspire support, bridging project
- Detailed inclusion register given for the next teacher
- Building relationships with parents

9. Teaching approach

Meadow View Primary is an inclusive school. All pupils have access to:

- Quality first teaching
- Differentiated learning
- Scaffolded learning
- An exciting, engaging curriculum

Which is enhanced, when required, by

- Pastoral provision
- Adapted provision
- Pupil's IEP's and support plans
- SENDCo input
- Specialist services

10. Adaptations to the curriculum and learning environment

Adaptations are made to the curriculum and learning environment to ensure accessibility for pupils with SEND through:

- Personalised timetables
- Use of flexible spaces – learning pods, sensory room
- Mental Health and wellbeing support
- Flexible provision to meet individual needs such as breaks, allocated resources, differentiated curriculum, personalised reward charts
- Specialist equipment e.g. ear defenders, writing stands, sensory resources

11. Inclusivity in activities

We ensure that pupils with SEND can participate in activities by:

- Specialist equipment specific to a child's need.
- Enhanced staffing where appropriate.
- Individual risk assessments (where appropriate)

12. Supporting emotional and social development

At Meadow View Primary we support and improve the emotional and social development of pupils with SEND through:

- Holistic mental health and well-being support delivered through ROAR and My Happy Mind
- Staff to adapt, personalise and pre-teach/ overlearn relevant parts of the curriculum
- Trauma informed practice/ Team Teach CPD for all staff
- Capacity to have an open-door policy to the SENDCo for parents and pupils
- Explicit teaching of neuro-science

13. Online safety

We recognise the additional risks that pupils with SEND face online, e.g. through online bullying, grooming and radicalisation. We support pupils with SEND to stay safe online through:

- Inclusive access to the curriculum, including work delivered through Crucial crew
- Additional 1:1 pastoral work
- Liaising with parents and offering advice / signposting to available support
- Ensuring that pupil voice is heard and all concerns are actioned immediately
- Promoting safe internet use through a range of available platforms, Website, Twitter, text, email, face to face.

Please see Safeguarding policy and internet safety policy.

14. Sexual violence and harassment

We also recognise the additional risks that pupils with SEND face in terms of sexual violence and harassment between children in school. We have the following procedures in place to address these risks.

- Anti-bullying programme of learning
- PSHE curriculum and RSHE Curriculum
- Safeguarding reporting
- MASH referrals
- MVP Inclusion Team

15. Evaluating effectiveness

We evaluate the effectiveness of the provision in place to support pupils with SEND by:

- Facilitating timely discussion with the SENDCo for staff, parents and pupils
- Pupil progress meetings
- Weekly inclusion team meetings
- Liaising and seeking other professionals' advice
- Liaising with the SEND governor
- Liaising with JMAT inclusion leads

16. Handling complaints

The arrangements in place for handling complaints from parents of pupils with SEND about the provision at Meadow View Primary would be in line with the complaint's procedure. We also offer:

- Meetings with the class teacher, SLT / SENDco
- Signposting to impartial support service – for example SENDIASS
- Liaising with LA services, e.g. EHCP panel, CAMHS

17. Spending the budget

The SEND funding is allocated to:

- Enhanced staffing in classrooms
- SENDCo
- Trauma informed specialists
- Environmental changes – creation of quiet spaces
- CPD for all staff
- Assistant Head for Inclusion
- Bespoke equipment to support individual needs
- Inclusion and Safeguarding Officer

18. Local Offer

Rotherham local offer can be found at <https://www.rotherhamsendlocaloffer.org.uk/>

The Local Offer covers:

- Education, health and care provision for children and young people with SEND.
- Arrangements for identifying and assessing children and young people with SEND, including arrangements for requesting an Education Health and Care (EHC) needs-assessment.
- Other education provision (outside of schools or colleges, such as sports or arts) and training provision, including apprenticeships.
- Respite support and leisure activities.
- Arrangements for travel to-and-from schools, post-16 institutions and early year's providers.
- Support to help children and young people move between phases of education and to prepare for adulthood.

Meadow View works with the LA to offer advice, support and signpost families to additional services. Including, SENDIASS, Rotherham charter and local NHS services.

19. Additional support

Additional support is available to pupils with SEND to help with their learning including:

- Breakfast club
- After school care
- Lunchtime club
- Nurturing environment and learning pods
- Holistic family support through the safeguarding and inclusion team
- ROAR bespoke support
- Early Help Support
- Access Resource Support