

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 are Currently Looked After, with 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) 21 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.

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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

Miss D Hunter: Inclusion and Learning Executive and SENCO.

Miss J May: Behaviour and ROAR lead.

Mrs B Morgan: Inclusion and Safeguarding Officer

2. Catering for different kinds of SEND

Social, emotional and mental health

- Trauma Informed and restorative practice throughout school.
- Trauma Informed practitioner 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
- 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.
- 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
- Specific programmes/supports for Literacy and Maths
- Additional support from Learning Support Services and Educational Psychologist
- Additional phonics support

Communication and interaction

- SALT therapist provided by school.
- SALT intervention / programmes of work
- Pastoral ROAR

Sensory and/or physical needs

- Hygiene room facilities
- Team of staff trained in team teach
- Pastoral support
- Sensory room in school

3. Key staff and expertise

Name of staff member	Area of expertise
Miss D Hunter	Inclusion and Learning Executive SENCO school@mvp.jmat.org.uk FAO SENCO 01709 740500
Mrs J Logan	Head Teacher
Mrs S Gregg	Assistant Head for Inclusion Trauma Informed specialist
Miss J May	Behaviour and ROAR lead
Mrs B Morgan	Inclusion and Safeguarding Officer
Mrs D Riley	Attendance Officer
Mr R Green	Sports coach

Securing and deploying expertise

All staff have trauma informed and restorative practice training, ROAR training and many members of staff are Team Teach trained.

The school secures on going specialist expertise through planned CPD and the commissioning of specialist support services / staff to upskill and train staff in school.

We deploy staff around the school to support pupils with SEND through the plan, do, review cycle, in line with the children's graduated response.

Equipment and facilities

Personalised resources for individual children are available at the point of need and include items such as; ear defenders, tents, sensory toys, resistant bands, soft toys etc.

We have three learning pods in school which support children with 1:1, small group or targeted interventions.

Our accessibility plan can be found at <https://www.meadowviewprimary.co.uk>

4. Identifying and assessing pupils with SEND

The school has an inclusion register which identifies all those pupils with SEND. All children have access to quality first teaching which includes reasonable adjustments to meet individual needs.

During the plan, do and review cycle, staff identify concerns. These are discussed with the SENDCo and parents / carers. Pupil IEP's or support plans, alongside other support strategies may be used to identify target areas and specific interventions. These are reviewed once a term and discussed at parent SEND meetings. During this review, further actions may be taken by engaging other relevant professionals to seek advice and support.

During pupil progress meetings and inclusion team meetings, children are identified and placed on the monitoring list if we have concerns.

For further details, please see our SEND policy.

Below is Meadow View's Stages of SEN planner to support parents in knowing what stage of SEN their child is and what to expect.

Stage 3

Children in this stage will have a **Support Plan** document. This is a lengthy document that follows the child through school to build a picture of their personalised needs and the provision they require. It looks at the different areas of need including; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and Physical and Independence. For each of these areas we list your child's strengths and what their areas of need are. Targets will be set each term and agreed priorities listed for each of the areas mentioned above to ensure your child is successful in meeting their personalised targets.

Your child will have **3 SEN Reviews** per year. One each term. These will be detailed meetings, with the SENCO present, where we go through and update the Support Plan document in each of the sections, review old targets and set new targets. These SEN reviews will be instead of the shorter parents' meetings we have in

Stage 2

Children in this stage will have an **Individualised Education Plan (IEP)** document. This is a one-page document with targets to show what your child needs to work on. We use the language Intent, Implementation and Impact and then Review. The Intent is the target we want your child to achieve. Implementation is the steps we will put in place to ensure your child achieves the target. Impact is what will this look like when your child has been successful?

These will be reviewed at the following SEN meeting.

Your child will have **1 shorter parents' meeting in the Autumn Term** and **2 SEN meetings in the Spring and Summer Terms**. The SEN meetings will be longer sessions with the SENCO present so that we can ensure that your child is making sufficient progress towards their targets. These SEN reviews will be instead of the shorter parents' meeting

Stage 1

Children in this stage will have an **Individualised Education Plan (IEP)** document. This is a one-page document with targets to show what your child needs to work on. We use the language Intent, Implementation and Impact and then Review. The Intent is the target we want your child to achieve. Implementation is the steps we will put in place to ensure your child achieves the target. Impact is what will this look like when your child has been successful? These will be reviewed at the following SEN meeting.

Your child will have **2 shorter parents' meetings in the Autumn and Spring Terms** and **1 SEN meeting in the Summer Term** with the SENCO present to ensure that your child is making sufficient progress towards their targets. This will be instead of a parents' meeting in the Summer term. We have specifically chosen Summer for the SEN meeting as this will enable your child to have a smooth transition to the next year group by ensuring that the next teacher has all the information they need.

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
- Parent consultations
- Face to face informal discussions
- Multi platforms available – telephone, email, Zoom
- Working with the additional services

Pupils

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

- Marking and feedback
- Pupil progress discussions
- Targeted work reflective of the success criteria
- Gathering wishes and feelings
- ROAR support interventions

6. Involving key stakeholders

We involve other bodies, including health and social care bodies, LA support services and voluntary sector organisations, to support pupils' needs and their families as required. We currently work with:

- Educational psychology service – Middleton psychology service
- Learning support service – Fusion TSA
- Social services / Early help – Local authority
- Virtual schools – All relevant local authorities
- SENDIASS – Local authority
- Moving and handling team – Specialist providers
- CAMHS – Local authority
- Child Development Centre
- Speech and language therapy – NHS
- Occupational therapy, physiotherapy, paediatricians, GP's - NHS
- Barnardo's – Voluntary sector
- Springwell Academy/Positive Regard TSA – SEMH – Private
- Aspire Outreach service

7. Progressing towards outcomes

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

- Quality first teaching
- Plan, do, review cycle of work each term
- 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:

- Onsite F1 education
- Building relationships
- Enhanced transition for identified pupils
- Teacher and SENDCo discussions
- Enhanced transition arrangements to secondary provisions
- Detailed inclusion register for the next teacher.

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 on-site facilities e.g. trim trails, sensory room
- Use of flexible spaces – learning pods
- Mental Health and wellbeing staff
- Flexible class environments to meet individual needs
- Specialist equipment e.g. ear defenders, writing stands.

11. Inclusivity in activities

We ensure that pupils with SEND can participate in activities amongst their peers and those that do not have SEND by:

- Personalised equipment.
- Specialist equipment specific to a child's need, e.g., changing mats.
- Enhanced staffing 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
- Mental health and well-being support for listening to the views of pupils with SEND
- 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

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 Barnardo's and at 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 policy
- Pastoral staff referrals / work
- Safeguarding reporting
- MASH referral
- 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
- Termly reviews of the inclusion plan
- Liaison and seeking other professionals' advice / opinions
- Operating an inclusion team approach to monitoring daily SEND provision and discussions in weekly inclusion team meetings
- Liaising with the SEND governor / 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
- Referring parents onto the trust leadership

17. Spending the budget

The school received £122,266 to support pupils with SEND this year. The funding has been allocated to:

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

18. Local Offer

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

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, Health watch. Rotherham charter and local NHS services.

You can contact the following people if they have any concerns regarding SEND

19. Named contacts

Name of individual	Email address	Phone number
Mrs J Logan – Head Teacher	school@mvp.jmat.org.uk	01709 740500
Mrs S Gregg – Assistant Head for Inclusion/DSL	school@mvp.jmat.org.uk	01709 740500
Miss D Hunter – SENDCO	school@mvp.jmat.org.uk	01709 740500
Miss B Morgan- Safeguarding Officer	school@mvp.jmat.org.uk	01709 740500
Miss J May– Behaviour and ROAR lead	school@mvp.jmat.org.uk	01709 740500
Local offer	Website available - http://rotherhamsendlocaloffer.org.uk/	0800 073 0230

20. Additional support

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

- Breakfast club
- After school care
- Lunchtime activities
- Nurturing environment and learning pods
- Holistic family support through the safeguarding and inclusion team
- ROAR bespoke support