

**School Name: Meadow View Primary****Address: Meadowhall Road, Kimberworth, Rotherham, S61 2JD****Contact details: Telephone:01709 740500****Email:meadowview.primary@rotherham.gov.uk****Website:www.meadowviewprimary.co.uk****Age Group: 3-11****Number on roll: 275      Number on SEN register: 67      No with Statement: 1****SEN Coordinator: Trish Keenan****Lead Governor for SEND: Katie Layland****Link to current SEND policy:****Summary of Services/Support at Meadow View Primary School**

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	All staff have had basic awareness training on ASC. Everyday classroom strategies are used which incorporate good practise for children with ASC.	Liaise with LSS and ACT to provide addition advice and strategies on a more individual basis. Resources and TA's used where appropriate to best meet the need of the individual child. E.g access to the sensory room or individualised learning plan. Regular review meetings with parents and child. Monitoring from the SENCO.	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised learning curriculum and timetable.
	Speech, Language and Communication Needs	Speech and language development supported through differentiated whole class activities. Individual needs met through	Individual or small group therapy sessions delivered by TA in school following SALT programme. Regular review meetings with parents and child. Monitoring from the SENCO.	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised

		awareness of needs and planning accordingly.		learning curriculum and timetable.
Cognition and Learning Needs	Moderate Learning Needs	Differentiated activities with appropriate resources provided by the class teacher and using adult support within class where necessary.	Small group or individual intervention programmes used to work towards curriculum targets and close the gap between child's levels and those of their peers. Outside agency support used to develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed monitoring progress. Regular review meetings and monitoring from the SENCO.	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised learning curriculum and timetable.
	Specific Learning Difficulties	Differentiated activities with appropriate resources provided by the class teacher and using adult support within class where necessary. Emphasis on multi-sensory learning and access to alternative methods of recording.	Small group or individual intervention programmes used to work on specific gaps in children's learning and provide resources specific to their needs. Outside agency support used to identify and assess for specific learning needs, develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed, monitoring progress. Regular review meetings and monitoring from the SENCO.	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised learning curriculum and timetable.
Social, Emotional and Mental Health Needs	Social Needs	All staff clear on safe guarding, bullying and behaviour policies. Whole class circle time on PSHE issues	Small group or individual intervention programmes used to work on social skills, self-confidence and self-esteem. Outside agency support used to identify and assess	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess

		weekly. Care spots for teachers to highlight children having difficulties and for staff to discuss support. Regular discussions between parents and class teacher.	for Social needs, develop appropriate type of intervention such as 'circle of friends', advise class teachers and to undertake further assessments where needed, monitoring progress. Regular review meetings and monitoring from the SENCO.	provision. Appropriate support given to ensure that the child is able to access school life.
	Emotional Needs	All staff clear on safe guarding, bullying and behaviour policies. Whole class circle time on PSHE issues weekly. Care spots for teachers to highlight children having difficulties and for staff to discuss support. Regular discussions between parents and class teacher.	Small group or individual intervention programmes used to work on feelings, emotions, anger management, self-confidence and self-esteem. Outside agency support used to identify and assess for emotional needs, develop appropriate type of intervention such as 'Dealing with Feelings', advise class teachers and to undertake further assessments where needed, monitoring progress. Regular review meetings and monitoring from the SENCO.	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Appropriate support given to ensure that the child is able to access school life.
	Mental Health Needs	All staff clear on safe guarding, bullying and behaviour policies. Whole class circle time on PSHE issues weekly. Care spots for teachers to highlight children having difficulties and for staff to discuss support. Staff regularly receive updated training on issues regarding	Outside agency support such as EPS, CAHMS, MIND, NSPCC used to identify and assess for mental health issues, develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed, monitoring progress. Regular review meetings and monitoring from the SENCO. Staff trained to deliver 'Theraplay' sessions. Staff	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Appropriate support given to ensure that the child is able to access school life.

		<p>race, gender, sexuality and disability. Regular discussions between parents and class teacher.</p>	<p>trained to support children with attachment issues.</p>	
Sensory and Physical Needs	Hearing Impairment Needs	<p>Class teacher and /or TA working within the child's class have level 1 BSL qualification. Whole class encouraged to learn some frequently used signs. Whole school use to sign language within assembly.</p>	<p>Small group or individual intervention programmes used to work on learning and communication using BSL or Makaton. Hearing Impairment service support used to identify and assess disability related needs, develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed, monitoring progress. Regular review meetings and monitoring from the SENCO.</p>	<p>More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised learning for curriculum and communication.</p>
	Visual Impairment Needs	<p>Ensure all adults working with the child had a good understanding of their needs. Physical environment adapted if necessary e.g child's seating position, lighting in class, use of glasses.</p>	<p>Individual intervention programmes used to work on learning and visual communication resources. Visual Impairment service support used to identify and assess disability related needs, develop appropriate type of intervention and resources, advise class teachers and to undertake further assessments where needed, monitoring progress. Regular review meetings and monitoring from the SENCO. Work with the individual and peers to develop and support equal peer relationships.</p>	<p>More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised learning for curriculum and visual communication. Advice taken from agencies around health and safety, accessibility and to ensure full engagement in school life.</p>

	Multi-Sensory Impairment Needs	Ensure all adults working with the child had a good understanding of their needs. Physical environment adapted if necessary. Differentiated activities with appropriate resources provided by the class teacher and using adult support within class where necessary incorporating the use of ICT.	Small group or individual intervention programmes used to work towards specific learning and/or medical needs. Outside agency support used to develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed monitoring progress. Regular review meetings and monitoring from the SENCO.	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised learning for curriculum and visual communication. Advice taken from agencies around health and safety, accessibility and to ensure full engagement in school life.
Physical and Medical Needs	Physical Needs	Differentiated activities with appropriate resources provided by the class teacher and using adult support within class where necessary. Fine and Gross motor skills programme.	Small group or individual intervention programmes used to work on fine or gross motor targets. Outside agency support used to develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed monitoring progress. Regular review meetings and monitoring from the SENCO.	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Personalised learning curriculum and timetable.
	Medical Needs	A whole school record of medical needs is kept and shared with all staff. All staff have had emergency 1 <sup>st</sup> aid training and are aware of children who have asthma, allergies, hay fever and eczema.	More specific or severe medical needs are assessed on an individual basis with staff, parents and health professionals to produce a medical plan. Training is given to the appropriate adults and reviewed regularly. E.g diabetes, epi-pen training.	Additional support for children with complex medical needs is given to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess provision. Adjustments to the school environment and timetable

				implemented where needed.
--	--	--	--	---------------------------

Type of Support	Details
Whole school Behaviour Strategy/System	A whole school system is in place with rewards and consequences but this is differentiated for children with specific needs and individual requirements.
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	Differentiated planning within quality first teaching. Interventions match needs: Learner Support Programme, reading recovery, phonics, talking partners etc. A provision map tracks the children and targeted work is undertaken to meet the individual needs of children. Staff make initial contact with the Special Educational Needs Co-coordinator to seek further advice. Further support can then be given internally or offered out as a referral to the relevant service.
Support/supervision at unstructured times of the day including personal care	All children are supervised during playtimes and lunchtimes by appropriate ratio of adults. Children who need further support at unstructured times or with personal care are allocated additional support.
Planning for, assessment of, and identification of children with SEND	Following pupil progress meetings, children are identified and interventions are put into place. Children are referred to Learning Support Service where advice is given and then acted upon.
Staff training for meeting needs of children with SEND	Staff are trained by Learning Support Service, Educational Psychology Service and Autism Communication Team.
Liaison/communication with parents	The parents and carers have daily access to their child's class teacher. Each term all parents have a parents meeting with their class teacher. The Inclusion leader and outside agencies will attend parents meetings of children who have had additional school support. Children with EHC plans will have additional Multi-agency meetings.
Liaison/communication with children and young people	Children are involved in discussions around their progress and needs. Their views are recorded and invited to attend meetings.
Liaison/communication with External Services	Communication between Educational Psychology Service, Learning Support Service, Autism Communication Team, Speech and Language Therapy, Visual Impairment Team, Hearing Impairment Team and Safeguarding as and when required through telephone conversations and email.
Access to medical intervention or provision for medical needs	Initially the child's class team are trained in any medical procedures required by a child. Then the Special Educational Needs Co-coordinator and at least 3 other members of staff have training to ensure that the school is covered for staff illness etc. This ensures that there is no lapse in the quality of care for the child.
Transition Provision	Bridging project with comprehensive school. 3 weeks early transition for Y6 pupils and whole school accelerated

	learning project where children move to new class early before the summer. SEN children provided with more opportunities to visit new setting and to discuss transition with a key adult.
Post 16+ Provision (where applicable)	Not Applicable.
Transport Provision (where applicable)	Not Applicable.