



**School Name: Meadow View Primary**

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**Age Group: 3-11**

**Number on roll: 235**

**Number on SEN register: 75**

**No with Statement: 5**

**SEN Coordinator: Trish Keenan**

**Lead Governor for SEND: Denise Everitt**

**Link to current SEND policy:**

**Latest Update: June 2018**

### 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 basic awareness training on ASC. Everyday classroom strategies are used which incorporate good practise for children with ASC.	Differentiated planning, resources and support used where appropriate to best meet the need of the individual child. Liaise with Inclusion Support Services to provide addition advice and strategies on a more individual basis if required. Regular review meetings with class teacher, 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. Annual Review meeting with the SENCO.
	Speech, Language and Communication Needs	Speech and language development supported through differentiated whole class activities.	Individual or small group therapy sessions delivered by TA in school following SALT programme. Regular review meetings with class teacher, parents and	More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess

		Individual needs met through awareness of needs and planning accordingly.	child. Monitoring from the SENCO.	provision. Personalised learning curriculum and timetable. Annual Review meeting with the SENCO.
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 with class teacher, 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. Annual Review meeting with the SENCO.
	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 with class teacher, 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. Annual Review meeting with the SENCO.
Social,	Social	All staff clear on	Small group or	More targeted

<p>Emotional and Mental Health Needs</p>	<p>Needs</p>	<p>Safeguarding, Anti-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.</p>	<p>individual intervention programmes used to work on social skills, self-confidence and self-esteem. Outside agency support used to identify and assess 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 with class teacher, parents and child. Monitoring from the SENCO.</p>	<p>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. Annual Review meeting with the SENCO.</p>
	<p>Emotional Needs</p>	<p>All staff clear on Safeguarding, Anti-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.</p>	<p>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 with class teacher, parents and child. 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. Appropriate support given to ensure that the child is able to access school life. Annual Review meeting with the SENCO.</p>
	<p>Mental Health Needs</p>	<p>All staff clear on Safeguarding, Anti-bullying and Behaviour policies. Whole class circle time on PSHE issues</p>	<p>Outside agency support such as EPS,CAHMS, MIND, NSPCC used to identify and assess for mental health issues, develop appropriate type of</p>	<p>More targeted support to ensure that the EHC plan is implemented. Regular meetings with outside agencies to plan, review and assess</p>

		<p>weekly. Care spots for teachers to highlight children having difficulties and for staff to discuss support. Staff regularly receive updated training on issues regarding race, gender, sexuality and disability. Regular discussions between parents and class teacher.</p>	<p>intervention, advise class teachers and to undertake further assessments where needed, monitoring progress. Staff trained to deliver 'Theraplay' sessions. Staff trained to support children with attachment issues. Regular review meetings with class teacher, parents and child. Monitoring from the SENCO.</p>	<p>provision. Appropriate support given to ensure that the child is able to access school life. Annual Review meeting with the SENCO.</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 basic 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 with class teacher, parents and child. 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. Annual Review meeting with the SENCO.</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</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</p>

			class teachers and to undertake further assessments where needed, monitoring progress. Work with the individual and peers to develop and support equal peer relationships. Regular review meetings with class teacher, parents and child. Monitoring from the SENCO.	communication. Advice taken from agencies around health and safety, accessibility and to ensure full engagement in school life. Annual Review meeting with the SENCO.
	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 with class teacher, 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 for curriculum and visual communication. Advice taken from agencies around health and safety, accessibility and to ensure full engagement in school life. Annual Review meeting with the SENCO.
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 with class	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. Annual Review meeting with the SENCO.

			teacher, parents and child. Monitoring from the SENCO.	
	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. Regular review meetings with class teacher, parents and child. Monitoring from the SENCO.	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. Annual Review meeting with the SENCO.

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 meetings of children who

	have a School Support Plan. Children with EHC plans may 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 children are 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 termly planning meetings with the SENCO, telephone conversations, email and review meetings.
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 which allows additional visits to the setting for children identified as needing additional support. Early transition for Y6 pupils where provided by the receiving Comprehensive school. Whole school opportunities for children to spend time in their 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.
<b>SUMMARY OF SERVICES/SUPPORT at Meadow View Primary School</b>	
<p>Glossary of terms:</p> <p>ACT – Autism Communication Team</p> <p>SEMH – Social, Emotional and Mental health Team</p> <p>EHC – Education Health Care Plan</p> <p>CAMHS - Child and Adolescent Mental Health Service</p> <p>EPS – Education Psychology Service</p> <p>IEP - Individual Education Plan</p> <p>LSS – Learning Support Service</p> <p>MIND – Mental Health Charity</p> <p>SALT – Speech and Language Therapy</p> <p>SENDCo – Special Educational Need Disability Co-ordinator</p> <p>SEND – Special Educational Needs and Disability</p> <p>TA – Teaching Assistant</p>	