



**School Name: Meadow View Primary**

**Address: Meadowhall Road, Kimberworth, Rotherham, S61 2JD**

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**Age Group: 3-11**

**Number on roll: 188**

**Number on SEN register: 63**

**No with an EHCP: 4**

**SEN Coordinator: Trish Keenan**

**Lead Governor for SEND: Tim Davidson-Hague**

**Link to current SEND policy: [Special Educational Needs & Disability \(SEND\) Policy 2020](#)**

**Latest Update: September 2020**

Summary of Services/Support at Meadow View Primary School

Area of SEND Need		Universal Quality First Teaching (Wave 1)	Additional School Support (no EHC plan) Graduated Response (Wave 2)	With EHCP (Wave 3)
Communication and Interaction Needs	Autistic Spectrum Condition	Staff have completed the Schools Making Sense of Autism Training written by the Autism Education Trust.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan appropriate intervention. School liaise with Inclusion Support Services (ACT) to provide additional advice and strategies on a more individual basis if required. Termly review meetings with class teacher, parents and child. Parents signposted to the Autism Family Support Team for advice, training opportunities and activities.	School Support Plans are used to identify the barriers to learning, set targets and to ensure that the EHC plan is implemented. Formal advice from ACT used to inform target setting and intervention. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
	Speech, Language and Communication Needs	Speech and language development supported through whole class opportunities. School curriculum designed to support the teaching of vocabulary. Lessons planned to incorporate peer interactions and communication. EYFS and KS1 incorporate	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan intervention. Small group therapy sessions delivered by TAs in school following SALT programmes i.e Talking partners, Talk boost and Talking Tables. Termly review meetings with class teacher, parents and child. Monitoring from the SENCO. Traded Speech and language	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention to work towards EHCP targets. Termly review meetings with class teacher, parents and SENCO.

		communication interventions into their provision.	therapist bought in to support this level of need. School works closely with Speech and Language therapists from clinic to co-deliver individualised programmes.	Annual Review meeting with the SENCO.
Cognition and Learning Needs	Moderate Learning Needs	Quality first teaching strategies. Precisely deployed TA support. Support and advice from literacy, maths and Inclusion leads. Teaching strategies used in line with the English Hub and Maths Hub.	Structured conversations with parents and teachers are used to set targets and agree actions for intervention. Small group or individual intervention programmes used to work towards curriculum targets. Flexible TA support used to support the access to aspects of the curriculum and build independence. Structured interventions include – Reading Rescue Outside agency support (LSS) used to develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed, monitoring progress. Termly review meetings with class teacher, parents and child.	School Support Plans are used to identify the barriers to learning with action plans to set targets for learning which work towards the outcomes set out in the EHCP. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
	Specific Learning Difficulties	Quality first teaching strategies. Precisely deployed TA support. Support and advice from literacy, maths and Inclusion leads. Teaching strategies used in line with the English Hub and Maths Hub. Emphasis on multi-sensory learning and access to alternative methods of recording.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan appropriate intervention Flexible TA support used to support the access to aspects of the curriculum and build independence. Outside agency support (LSS) used to identify and assess for specific learning needs, develop appropriate types of intervention, advise class teachers and to undertake further assessments where needed and monitoring progress towards LSP's. Termly review meetings with class teacher, parents and child. Access to apply to READ.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
Social, Emotional and Mental Health Needs	Social Needs	All staff are trained about Safeguarding, Anti-bullying and the Behaviour policies. The ROAR approach is incorporated in our whole school response to behaviour and relationships. Whole class PSHE lessons daily in response to the recovery curriculum post COVID lock-down. PSHE lessons to continue weekly for the rest of the year.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and agree actions. Outside agency support (ASPIRE or EPS) 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. Termly review meetings with class teacher, parents and child. Monitoring from the SENCO.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention to work towards EHCP outcomes. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.

	Emotional Needs	All staff are trained about Safeguarding, Anti-bullying and the Behaviour policies. The ROAR approach is incorporated in our whole school response to behaviour and relationships. Whole class PSHE lessons daily in response to the recovery curriculum post COVID lock-down. PSHE lessons to continue weekly for the rest of the year.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and agree actions. Outside agency support (ASPIRE or EPS) used to advise class teachers and to undertake further assessments where needed, monitoring progress. Termly review meetings with class teacher, parents and child.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention in a more targeted approach to ensure that the EHC plan is implemented. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
	Mental Health Needs	All staff are trained about Safeguarding, Anti-bullying and the Behaviour policies. The ROAR approach is incorporated in our whole school response to behaviour and relationships. Whole class PSHE lessons daily in response to the recovery curriculum post COVID lock-down. PSHE lessons to continue weekly for the rest of the year.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan appropriate intervention. Outside agency referrals to EPS, CDC and CAMHS where appropriate. Staff trained to deliver 'Theraplay' sessions. Staff trained to support children with attachment issues. Termly review meetings with class teacher, parents and child.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
Sensory and Physical Needs	Hearing Impairment Needs		Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan appropriate intervention. 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. Termly review meetings with class teacher, parents and child.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
	Visual Impairment Needs	Ensure all adults working with the child have a good understanding of their needs. Physical environment adapted if necessary e.g child's seating position, lighting in class, use of glasses.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan appropriate intervention. 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. Work with the individual and peers to develop	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention in a more targeted approach to ensure that the EHC plan is implemented. Advice taken from agencies around health and safety, accessibility and to

			and support equal peer relationships. Termly review meetings with class teacher, parents and child.	ensure full engagement in school life. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
	Multi-Sensory Impairment Needs	Ensure all adults working with the child have a good understanding of their needs. Physical environment adapted if necessary. Where necessary incorporating the use of ICT.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan appropriate intervention. Outside agency support used to develop appropriate type of intervention, advise class teachers and to undertake further assessments where needed monitoring progress. Termly review meetings with class teacher, parents and child.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention . Advice taken from agencies around health and safety, accessibility and to ensure full engagement in school life. Termly review meetings with class teacher, parents and SENCO. 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.	Structured conversations with parents and teachers are used to identify the barriers to learning, set targets and plan appropriate intervention. Outside agency support (OT and Physiotherapy) used to develop appropriate type of intervention, advice class teachers and to undertake further assessments where needed monitoring progress. Termly review meetings with class teacher, parents and child.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention. Advice taken from agencies around health and safety, accessibility and to ensure full engagement in school life. Termly review meetings with class teacher, parents and SENCO. Annual Review meeting with the SENCO.
	Medical Needs	A whole school record of medical needs is kept and shared with all staff. Emergency 1 <sup>st</sup> aid training for all staff and paediatric 1 <sup>st</sup> aid training of identified staff across the school.	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. Termly review meetings with class teacher, parents and child.	School Support Plans are used to identify the barriers to learning, set targets and plan appropriate intervention. Termly review meetings with class teacher, parents and SENCO.

				Annual Review meeting with the SENCO.
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Type of Support	Details
Whole school Behaviour Strategy/System	A whole school system is in place.
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	Differentiated planning within quality first teaching. Short term focused interventions used to consolidate skills, provide pre or post teach session and foster a 'keep up not catch up approach'. Pupil progress meeting track the children and targeted work is undertaken to meet the individual needs identified as a barrier. Staff make initial contact with the Special Educational Needs Co-ordinator to seek further advice. Further support can then be given internally or offered out as a referral to the relevant service. Support provided in a graduated response to the presenting need.
Support/supervision at unstructured times of the day including personal care	All children are supervised during playtimes and lunchtimes by appropriate ratio of adults to encourage peer interaction and relationships. Staff are trained to provide appropriate personal care where needed within their individual care plan.
Planning for, assessment of, and identification of children with SEND	A graduated response to planning for, assessment of and identification of children with SEND. We build a strong relationship with pupils and their families. Meadow View is a Gold Charter school.
Staff training for meeting needs of children with SEND	Training is provided to staff to ensure they have the knowledge and understanding of the various needs of the SEND children within Meadow View. Training takes many forms: professional development through discussions with staff from external services; whole school training delivered in house by external services; centralised training for Rotherham Teachers.
Liaison/communication with parents	During the current COVID restrictions communication has been adapted to telephone and email communication initially and face to face meetings held by appointment. 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. Pupil voice activities are used to gain an insight into school life from their point of view.
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 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-ordinator 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	<p>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.</p> <p>SEN children provided with more opportunities to visit new setting and to discuss transition with a key adult.</p> <p>Enhanced Transitions planned for at appropriate levels of need for individual children.</p>
Post 16+ Provision (where applicable)	Not Applicable.
Transport Provision (where applicable)	Not Applicable.

**SUMMARY OF SERVICES/SUPPORT at Meadow View Primary School**

Glossary of terms:

ACT – Autism Communication Team

EHCP – Education Health Care Plan

CAMHS - Child and Adolescent Mental Health Service

EPS – Education Psychology Service

LSS – Learning Support Service

SALT – Speech and Language Therapy

SENDCo – Special Educational Need Disability Co-ordinator

SEND – Special Educational Needs and Disability

TA – Teaching Assistant