



Meadowside Primary School

SEND information report

Reviewed: March 2019

Next review: March 2020

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Identification

All teachers are responsible for identification of children who have special needs, with advice from the SENCo, Ruth Smith, and through conversations with parents. We assess children on a regular basis as part of our assessment procedures. Through these assessments and observations, class teachers identify any children who have a need that requires extra provision, either through quality first teaching or specific intervention. In consultation with the SENCo, appropriate provision is chosen and put into place.

We also have regular pupil progress meetings between members of the Senior Leadership Team (SLT), governors and the Class teachers to discuss the progress of all the children in each class to identify any children who may have gaps in their knowledge and need support.

Parents

Class teachers regularly meet with parents/ carers of children with SEND. The meetings allow parents and staff to identify agreed desirable outcomes for the child and to plan for how everyone can work together to support the child's progress.

Pupil Voice

When starting or reviewing a child's targets a 'My Profile' is completed with the child. This enables the child to express their hopes for the future, what they feel others like and admire about them, what helps them and what doesn't. It provides a starting point for the new targets.

Assess, Plan, Do, Review

We follow a cycle of Assess, Plan, Do, Review. Each child with identified SEND has had a personal '**My Plan**' document drawn up, which details needs, desired short-term outcomes, planned actions and the resources/staff that will be used to support them. After a period of no longer than a term, the child is assessed to see how much progress has been made to reach the outcomes. The results are discussed with the child at the time and with parents, then parents and the child can take an active role in planning next steps.

Where a child has complex needs and several agencies are involved, a '**My Plan Plus**' has been prepared, which brings together much more detailed information about a child's situation and needs. This enables us, with parents and other professionals, to identify desired outcomes for the child that are not just educational, but include health and social needs. This is drawn up by a key worker, usually the SENCo or Head teacher, who will facilitate the support needed to meet the desired outcomes for the child.

Under the new Code of Practice for SEND in 2015, pupils who do not make expected progress in spite of high quality targeted support, or who have complex needs, are subject to an **Education Health and Care Needs Assessment**. Pupils who currently have statements of SEND will gradually be transferred to an EHCP.

Transition

Reception children are visited in their pre-school setting and home visits are arranged in the summer term before they start full time education in September of that year.

In the summer term, children who have SEND are given additional opportunities to meet and spend time in their new classes ready for September. A transition book may also be created with pictures of their new class and the staff that they will be with.

For Year 6 pupils moving on to their secondary school, transition visits are in place and additional visits are arranged where necessary. All files, assessment data and any other information is passed on to the child's new school.

Teaching

In addition to quality first teaching, TAs regularly work with individuals or groups within the class. A variety of teaching methods is used and materials are modified.

The SENCo has mapped the needs of pupils across the school and planned, with staff, how resources are allocated to meet the needs of pupils with SEND. We have a variety of interventions that can be delivered by TAs or the Class Teacher, which can take place in or outside the classroom and work towards specific goals.

These have included:

- Precision teaching
- Maths intervention groups
- 1:1 SALT support
- Reading comprehension group
- Phonics groups
- Spelling groups (Toe by Toe)
- Social skills groups
- Physical skills (Smart Moves Programme)
- Language development groups.
- Fresh start

All provision is regularly reviewed to ensure its effectiveness and changes are made as appropriate.

Staff Development

We always work closely with advisory teachers, educational psychologists and health professionals to develop our knowledge and skills for working with our pupils with SEND. Our SENCo has attended a number of cluster meetings and conferences at local and regional level to ensure understanding of SEND reforms and the requirements of the New Code of Practice for SEND. This information has been shared with all staff.

Evaluating Success

Children's progress is assessed throughout the year through pupil progress meetings, assessments, intervention, assessments/progress and impact within lessons. A pupil's progress is monitored to ensure interventions/provision is effective and has a positive impact on achievement.

Inclusion

We want all of our pupils to have full access to the range of facilities and activities available and we make every effort to make any necessary adjustments to ensure this happens. This may involve providing an extra adult to support the child or may mean using alternative or additional equipment such as modified chairs, writing slopes or personal workstations.

Risk assessments have been carried out prior to any off-site activity to identify any measures that may need to be taken to ensure safe participation.

Pastoral Support

Our pupils know that there are a number of adults in school to whom they can talk, including the teachers and teaching assistants in their year group, SENCo and the Headteacher. Mrs Whitlock currently works with some children to provide extra support outside of class to meet some pastoral care needs.

Working with Other Agencies

We have worked with a variety of agencies to support our children and families.

Professionals with whom we have worked include:

Educational psychologists, advisory teachers, behaviour support, community paediatricians, school nurse, occupational therapists, speech, language therapists, social workers, Early years settings, Childrens Centres, other schools, physiotherapists and SEND Early Help advisors.