

Provision for SEND: Special Educational Needs and Disabilities Information Report



The Meadows Primary School

At the Meadows Primary School, we are committed to ensuring that every child receives a high quality, inclusive education. We recognise that all children are individuals with unique profiles of strengths and individual needs. Some children may require additional support to successfully access their education and reach their potential. We cater for children's needs in a variety of ways, some of which are detailed below. Please do not hesitate to contact the school if you would like discuss ways in which we can support your child.

We are pleased to be able to publish this information to help parents and carers to access support for their children. We hope that this information is clear and should you have any further questions or concerns about your child, please do not hesitate to contact the school directly.

An appointment will made for you to share your concerns with the class teacher and a member of the SEND team: Mr Linton, Special Educational Needs and Disabilities Coordinator (SENDCO); Mrs Mitchell (SENDCO Assistant) or Mrs Cassey (Preschool Manager).

In addition, you can follow the link at the bottom of the webpage to access information about Lincolnshire's local offer for SEND.

Our SEND Provision

Our school supports children with a wide range of SEND, but we have particular expertise in:

- Communication and Interaction (C&I), including speech, language and communication difficulties and social communication difficulties, including ASD.
- Cognition and Learning (C&L): including moderate learning difficulties and specific learning difficulties (e.g. dyslexia).

We provide support through:

- Inclusive practice in our mainstream classes, supported by appropriately trained staff and supplemented through individual or small-group intervention.
- A specialist SEND Hub which provides a more specialist environment with trained staff and a tailored curriculum and resources.

The SEND Hub at our school offers a focused, structured and nurturing environment for small group or individual work for identified children with more complex needs. Entry into the Hub is offered for children with an Education, Health and Care Plan (EHCP) who have the setting named on their care plan in consultation with their SEND caseworker.

In the Hub our children are supported to develop communication, language and social interaction skills as well as literacy and numeracy skills and knowledge. We work with external professionals to offer support for children with a range of more complex needs. Children are supported by trained staff with training and expertise in Communication and Interaction and Cognition and Learning, as well as training in specific areas such as support for children with ASD, wellbeing and adaptive teaching strategies.

Working Together

At The Meadows we value our relationships with parents and family members and recognise that the views of families and children are central to all planning and decision-making. Parents are always involved in their child's education and provision for their individual needs. A holistic approach is always taken with children's social, emotional, medical and academic needs being addressed. We will always listen to your concerns and take time to explain anything that might be worrying you. We will look into your concerns and plan a further meeting where we can get together and discuss any developments and findings with you. All information about your child is shared with you.

Open dialogue will be maintained with yourself as parent/carer. This is done through a range of strategies including regular meetings to review progress, Home School diaries, individual target reviews and annual reports.

Our school is always willing to listen to your concerns and appointments can be made at any time through the school office.

The school has access to support for families with English as an Additional Language.

Children and their families are involved throughout their individual learning process. We value your partnership in the education and care of your child.

Specific examples are family involvement in target setting, homework, home school books, information sharing from medical appointments and Early Years 'WOW' moments.

Identifying Individual Needs

We identify individual needs in school through contact with parents and involved professionals or through formal and informal assessments. These assessments may be carried out by the Specialist teaching team (STT), class teachers, teaching assistants who work closely with your child or members of the SEND team.

Together we will make a plan to support your child with appropriate timescales and dates to review.

Where needs have been identified, we follow the Graduated Response model of Assess -> Plan -> Do -> Review. Your child's progress and well-being will be monitored daily by the staff who work closely with them. The Special Educational Needs Coordinator (SENCO) and Senior Staff will ensure that your child's individual targets are planned and reviewed appropriately throughout the academic year.

Support is individualised to meet the needs of each child and may look different for different families.

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Examples of areas of need that may be covered and possible support are listed in the table below.

The Areas of Special Educational Needs	Relating to difficulties with:	Interventions / strategies which may be implemented to meet individual needs if appropriate and resources are available
Communication and Interaction	Children may have a delay or a disorder in one or more of the following areas: Attention / Interaction skills: • Struggle to ignore distractions • Need reminders to maintain attention • Regular prompts to stay on task. • Individual motivations to complete tasks • Difficulties attending whole class or small group learning tasks • Interaction difficulties with peers. • Inappropriate interactions	• Visual timetables, signs and symbols are used to support communication. • Visual displays are used to support understanding of key information. • Non-verbal clues will be used to support understanding. • Verbal instructions and information will be delivered at a slow, clear pace which matches understanding. • Staff are trained through ELKLAN Speech and Language training courses and may liaise with Speech and Language Therapists to deliver an individual programme of speech and language therapy. This is coordinated and lead by Mrs Mitchell. • Quiet, low stimulus areas to complete tasks and learning opportunities. • Visual, verbal and modelled reminders of expectations are used to maintain attention, with use of timers, reward systems etc. • Opportunities to work 1-1, paired or within small groups to aid attention and limit distractions. • Nurture support to develop attention and listening skills, practise language and interactions with others. • Pre-teaching of topic vocabulary, creating a scrapbook of language to improve knowledge and understanding. • Use of 'First Call' and Wellcom resources to meet individual needs.

	• Conversational difficulties either initiating or maintaining Understanding / Receptive language: • May require visual supports to understand or process spoken language. • May require improved communication systems. • Repetitive language with use of basic language simple vocabulary, unambiguous language to aid understanding. Speech / Expressive Language: • May use simplified language with limited vocabulary. • Conversations / ideas may be difficult to follow, needing regular explanations and clarification. • Immaturities in speech sounds • Grammar and phonological awareness affecting literacy skills.	• Phonic interventions • Explicit teaching of everyday language, using programmes such as Language for Thinking and Colourful Semantics. • Modelling of abstract language with representations or manipulatives. • Display sentence stems to model use of language. Autism Spectrum Disorder (ASD) • Visual timetables are used to support the organisation of the day. • Visual cues and other resources are used to support the child during the day. • A learning space is provided that best supports the child. • Changes to routines are discussed beforehand. • Sensory breaks are given when necessary. • Complex information and processes are broken down into simpler steps.
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Cognition and Learning	Children may have difficulties with the skills needed for effective learning such as use of: • Language, memory and reasoning skills. • Sequencing and organisational skills. • An understanding of number. • Problem – solving and concept development skills. • Fine and gross motor skills. • Independent learning skills. • Exercising choice. • Decision making. • Information processing. Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia and dysgraphia.	• Learning is tailored to meet the child’s specific ‘learning gaps.’ • Concrete resources and visual representations will be given to the child. • Prompts and reminders will support completing the steps involved in tasks. • Key vocabulary and concepts will be explicitly taught with refreshers given if needed. • Key information will be repeated if needed, using appropriate vocabulary. • Support resources are appropriately presented and visually clear. • Close liaison with the Specialist Teacher Team who may offer assessment, suggest appropriate strategies, learning resources and intervention. • Use of First Move and motor skills resources to develop co-ordination, fine and gross motor skills. • Learning and organisational scripts. • Appropriate resources to support individual needs such as co-writer, IT resources, visual and verbal prompts. • Appropriate interventions • PIVATS guided small step targets. • Use of assistive technology
Social, Emotional and Mental Health difficulties	Children may have difficulties with social and emotional development which may lead to or stem from: • Social Isolation • Behaviour difficulties • Attention difficulties • Anxiety and depression	• The school environment will be a calm, safe space where children feel supported with their emotions at all times. • Adults working with children will be aware of children’s social, emotional and MH support needs and understand triggering situations.

	• Attachment disorders • Low self esteem • Issues with self-image	• Nurture support may be offered to manage emotional and behavioural difficulties. This may include small group or 1-1 support as appropriate focusing on listening and attention skills, friendship skills, positive self-image, confidence and self-esteem development, FRIENDS programme, etc • Play Therapy/ counselling / mentoring sessions may be offered as a means of supporting children. • Close links and support are available from the Behavioural Outreach Support Team (BOSS) and the Working Together Team (WTT) • Positive behaviour management strategies implemented throughout school with the use of Restorative Practice underpinning our work in this area. ADHD: • A non-confrontational approach is used when interacting. • Adult support with focus, listening and recording. • Verbal praise is given whenever necessary to help boost confidence and self-esteem. • Use of pictorial and verbal reminders to support learning and identify key knowledge and understanding in the session. • Concrete resources provided where appropriate. Anxiety: • A trusting relationship will be nurtured between all adult in the classroom and the child. This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by feelings of anxiety. • Alternative ways to give feedback or answers so that children are not ‘put on the spot’. • Learning spaces are calm and quiet, • Break out spaces are used to support children who feel overwhelmed by the classroom environment.
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Sensory and / or Physical	These pupils may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Fine / gross motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise / smells /light /touch / taste. • Toileting / self-care	• Close liaison with medical support advisors and School Nurses who may provide training and support in the creation of Health Care plans. • Training opportunities for staff to effectively provide knowledgeable, appropriate support from the Sensory Education Support Service. • First Move intervention and strategies may be implemented with support from Occupational Health or Physiotherapy if appropriate. • Implementation of ASD friendly strategies and responses. • Close links and support available from the Working Together Team • PIVATS guided small step targets. • Access to specialist equipment and IT resources as appropriate and available. • Visual prompts to promote independence and self-care. Hearing Impairment: • Suitable learning spaces identified. • Support for using hearing aids appropriately. • Adults will ensure that they are facing the child when talking or giving instructions. • Interactions with peers will be supported if necessary. • Children will be seated considering clear lines of vision, especially during inputs. • Access to specialist equipment and IT resources as appropriate and available. Visual Impairment; Multi-sensory impairments: • Displayed information will be presented in an appropriate format. • Children will be able to take breaks to avoid visual fatigue. • Images and text will be enlarged or presented on an appropriately coloured paper. • Manipulatives and concrete resources to be used to support learning. • Appropriate resources for children to record.
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		• Access to specialist equipment and IT resources as appropriate and available. Physical Impairments: • Appropriate learning spaces provided. • Use of concrete resources and visual aids. • Access to specialist equipment and IT resources as appropriate and available. • Consideration given to movement around the school building, ensuring that additional time is given if required.
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Qualified Staff

The Head Teacher, SENDCO, SENDCO Assistant and preschool manager will ensure that appropriately qualified school staff are assigned to the care and education of your child. Support will also be provided by students and volunteers in school. Qualified staff oversee all work and support undertaken and advice is taken from specialist outside agencies as required.

Students and volunteers help support qualified staff to deliver learning by following bespoke programs set by the teachers and outreach support services.

Advice is sought from Lincolnshire's Early Years Team, SALT, Working Together Team, Health Service and STT, Educational Psychologists, BOSS and the Sensory Education Service.

Our school staff have expertise in counselling, Elklan, Autism, Behaviour and Attendance. Pastoral support is available for your child and your family. Our nurture team and preschool staff are able to meet with you and discuss concerns, and sign post you to available support agencies. All staff are First Aid trained, with appropriate staff holding Paediatric First Aid Certificates.

Social, Emotional and Mental Health Difficulties

The emotional and social wellbeing of children will be catered for by our nurture team and preschool staff.

Lead staff members are Mr Linton (SENDCO), Mrs Suddaby and Mrs Britten (nurture), Miss Gray, (Family Support Worker) and Miss Foxcroft (play therapist).

We will recommend strategies to support your child and family and offer ongoing support as required. Individual children may be supported by named support staff through one to one and small group session to address any social and emotional difficulties.

The school has clear guidelines for appropriate behaviour and attendance in school.

Our school's policies for anti-bullying, behaviour, attendance in school, administering medicines in school are on our school website. All preschool policies are in line with the school. All policies are also available from the main school office.

Children's Voice

Children's views are always sought, and these views are valued and discussed with their parents and professionals during review meetings. Views are collected verbally and by observing children's actions and responses. Some children are assigned a mentor or enhanced adult support to support their learning.

All children on the SEND register have personal targets which are reviewed with the child throughout the year. These are shared with parents. Children are encouraged to reflect on their learning and to celebrate and share their achievements.

Children as individuals

We recognise the importance of delivering all children a broad and balanced curriculum, which recognises individual needs and allows all children opportunities to experience success.

The school provides quality first teaching for all, and this is enhanced by bespoke intervention for English, mathematics and social & emotional needs. The school is well resourced with a wide range of learning materials to make sure the curriculum is accessible to all. The school environment is appropriate for all learning needs.

All children's progress is tracked by their class teachers and senior staff.

Progress is measured against national expectations and children's own developmental stages. All children have individual targets. Evidence is gathered through observations, completed work and discussions with your child.

Early Years Foundation Stage, National Curriculum levels, PIVATs and individual targets are monitored termly by class teachers and key workers. Formal assessments include end of Key Stage assessments, phonics screenings, times tables checks and reading age assessments.

Enrichment activities

All children are included in all enrichment activities including school trips. Risk assessments are completed thoroughly to ensure the safety of all. Specific arrangements are made as required to meet individual needs. Children are prepared for all enrichment activities being mindful of any difficulties they may have which are specific to their needs.

The school environment is fully accessible to all, being on one level and spacious. Children and their carers have access to a large wet room with disabled toilet and shower.

Transition

Welcome booklets are given and transition days are planned as required. School staff are also able to visit children in their current settings before moving to our school. New parents' meetings take place annually giving families the opportunity to familiarise themselves with the school environment and to meet staff. These transition booklets are individual and bilingual as required.

The school brochure and website provide information about policies and day to day school life.

Additional adult support is provided to support transition. School staff visit new settings with families to provide additional information, support and continuity. Individual children work with staff on a transition programme preparing them for their next steps. Booklets are created, additional visits are available to familiarise children with the new environment and meet with new staff members.

Further information

- Families can also access further support for themselves.
- You may wish to access LCC/ birth to Five or school website or directly contact the school office.