



The Meadows Primary School

Disability and Special Educational Needs Information Report 2020-21

SENCO: Heather MacLeod

What is disability and special educational needs?

The Code of Practice 2015 states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(DfE and DoH, 2015: 15)

Special educational needs are defined as:

For children aged two or more, special educational provision is educational or training provision that is **additional to or different from that which is generally made for other children or young people of the same age** in mainstream schools...

(DfE and DoH, 2015:16)

Disability is defined as:

Many children and young people who have SEN may have a disability under Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(DfE and DoH, 2015:16)

What does disability and special educational needs look like at The Meadows?

Number of pupils registered with disability and special educational needs within our school is: **22**

	Statement/EHC Plan	D/SEN Support (K)	Total
EYFS / KS1	0	9	9
KS2	2	11	13
Whole school	2	20	22

Number of pupils awaiting an EHC plan or application: 4

We currently support pupils with a wide range of needs. These include:



- ADHD
- ASD/Autism
- Dyslexia/Dyscalculia
- Speech, language and communication needs
- Working memory difficulties
- Physical difficulties
- Specific medical conditions
- Moderate learning difficulties
- Developmental Co-ordination Disorder
- Dyslexic traits
- SEMH needs

How are staff trained to work with children with additional needs?

Recent training:

- We have a member of staff who is trained as an ELSA – Emotional Literacy Support Assistant. This is Mrs Richter. She works with some children 1:1 weekly, others she sees more occasionally or as needed. She has access to ongoing specialist advice in this role.
- This year we are starting to use guidance and ideas from the South Glos Inclusion Toolkit – this helps to formulate targets for support plans and gives clear pathways for advice and the APDR progressions.
- The school is involved in a South Gloucestershire Behaviour Project, which encourages positive behaviour management and a whole-school approach to this.
- This year all staff have received training on using knowledge organisers to help children retain key topic knowledge, and training on the principles of Rosenshine, which help children to recall key information.
- Tas have received training to use Wellcomm and they have attended the Toolkit introduction.

Proposed training:

- We are planning to run staff training on dyslexia this academic year from a specialist.
- The SENCO is currently training to use the Boxall Profile – this will be introduced to staff at training and staff will have opportunities to create a profile for children with SEMH needs.
- We intend to run teacher surgeries with our educational psychologist again.

Individual staff have also received training in:

- Speech and Language Therapy
- The use of social stories
- First Aid
- Child Protection
- Use of epipen
- Team Teach – training in positive behaviour management

How can I ensure my child is receiving the support they need?

Within classes children often need some extra support and/ or challenge to consolidate their learning and to enable them to access the curriculum at an appropriate level. Teachers use their professional judgements to effectively plan and provide for each individual child. This could be providing slightly different tasks for a child and adapting teaching and learning styles to meet the needs of the children. We always do this but sometimes this is not enough and a child might need more help on top of this.

Every child in our school will receive the same level of support and differentiation when needed, no matter what their needs (this includes looked after children who will receive additional consultations both formal and informal).

The person in school who will do this is the SENCO, Heather MacLeod, who can be contacted through the office.

How we are supporting during Lockdown

Remote learning and meetings during lockdown

Following DfE guidance all vulnerable pupils should attend school for face-to-face teaching and learning. Where this is not possible due to shielding or isolation, the school will provide remote learning via Seesaw and Tapestry. The Trust understands that remote learning can be difficult for some children and young people with SEND and can pose unique challenges for children and families. It is for this reason that we encourage all children with EHCPs to attend school during lockdown period. Where remote learning is provided the school will communicate frequently with parents/carers and families to ensure continuous guidance and support. Bespoke remote learning will be personalised to individualised needs and may include on-line teaching and learning, on-line meetings, regular communication by telephone or email and bespoke learning packs

Meetings will continue during this time to keep Support Plans on track, hold Annual Reviews meetings and provide additional support where appropriate. Meetings will be by telephone or on-line. Short, targeted Support Plans have been created for children who are in school provision during this time. Small targets are set and resourced with parents who are working at home with their child/children.

How does the school know if my child needs extra help?

Parents and teachers may notice that:

- The child is anxious, reluctant to come into school.
- There may be changes in the child's behaviour.
- The child may find it difficult to concentrate and engage with tasks.
- The child's academic progress may be slower than their peers.
- The child's attainment may be below expectation of their age group.
- The child may have a known condition that hinders their learning.
- The child may have a known medical or physical disability.



Teachers and other adults meet with and share information with parents and pre-schools about children starting school in reception. SEND information may be handed onto them at this point.

Teachers will talk to previous settings to find out about your child if they have recently changed schools.

Parents and carers know their child best and we will talk and listen to any worries that you may have.

Sometimes additional information is passed on to school (with parents' consent) by other agencies, such as doctors or health professionals, where that information could help the child at school.

What should I do if I am worried?

In the first instance speak to your child's class teacher who will listen and give advice. It may be that something can be put into place which supports your child. If the concerns continue, the class

teacher may refer your child to the SENCO. At this point the child will be monitored and interventions carefully tracked. If there are still concerns, staff, including the SENCO, will then meet with you and will further track your child's development. If it is agreed that they should be on the Special Needs Register you will be informed in writing and invited to another meeting.

How will the curriculum be matched to my child's needs?

We follow a process called Assess, Plan, Do, Review. This means that we are assessing the needs of the child, planning support they may need, carrying out the support and reviewing how it went.

Children on the SEN register will have a Support Plan which are created by the class teacher and parents. These will state the child's targets and be shared with the child. We then plan interventions. Teaching Assistants and Teachers are responsible for recording how interventions are proceeding on an intervention tracker.

In addition to the differentiation within each class, we will ensure that all aspects of learning are carefully matched to the child and their needs this will be achieved by:

- Adapting the learning environment (i.e. the classroom) so that it is accessible to all children.
- Small group work with a teacher or teaching assistant if available.
- Ensuring that learning is matched to the needs of the child.
- 1:1 support in class when appropriate and available.
- Specific intervention programmes to address gaps in the learning that the child is experiencing.
- Use of specific learning programmes from outside agencies (e.g. a speech and language programme).
- Modified resources (e.g. large print text, caring cutlery, coloured paper or reading overlays).
- Behavioural strategies which may be put into place (now and next boards, sticker charts etc).
- Emotional/social programmes e.g. Socially Speaking, Time to Talk.

How do you as the parent or carer, and we as the school know how the child is doing?

As a school, we will:

- Carry out regular observations of your child to see how they are getting on.
- Assess their learning and progress regularly through tests, teacher assessments and looking at books and other forms of learning.
- Share information with you as a parent or carer including successes and next steps (through review meetings, parent consultations, communication books, additional meetings when required).
- Work closely as a school team to support your child and review their progress together.
- Listen to your child and respond to their ideas and any concerns they may have.
- Listen and share comments and advice from other professionals working with your child (e.g. physiotherapist).

As a parent:

- You will be invited to discuss your child's progress with their teacher on a regular basis – three times a year in addition to regular parents' evenings.
- You will be involved in the planning and reviewing of their Support Plan.
- You will keep the school updated with any changes.
- You will be sent a Termly SEN Newsletter.

How will the school help you to support your child's learning?

Throughout the year there are opportunities for parents to be involved in their child's learning. These are in addition to the regular home learning such as reading, spelling and Maths skills practise. These may include:

- Regular informal conversations (e.g. on the playground).
- Parent evenings.
- Specific learning workshops (e.g. phonics/calculations).
- Opportunities to share in your child's successes (e.g. weekly celebration assemblies).

Currently, a Termly SEN Newsletter is sent to parents to provide them with support ideas and to reference what is available from the Local Offer <https://www.southglos.gov.uk/local-offer/>



Hopefully, we will soon be able to resume our termly **coffee mornings**.

Each meeting is attended by the SENCO and it is an opportunity for parents to work with the school to ensure that our SEND provision gives our children the best possibilities. Not only do we look at provision from school but it is also a time for parents to off-load and seek support. Sometimes we invite outside agencies such as the school nurse to speak to parents at these meetings.

What support will there be for my child's overall wellbeing?

We care a great deal for all our children's emotional and social wellbeing and we support this in a number of ways:

- Listening to the children's concerns and worries.
- Working as a team to support children who have emotional needs.
- Support from our trained ELSA, Mrs Richter who works with children 1:1 and their families.
- Social skills groups – socially speaking, Time to Talk.
- Staff trained to meet medical needs such as administering medicines where necessary (e.g. diabetes/epipen).
- Keeping medical records and plans up to date.
- Following child protection procedures including having named members of staff responsible for dealing with concerns.
- Regular staff training for child protection.
- Meetings with parents to discuss any issues or concerns.

What specialist services and expertise are available at the school and how do you all work together?

Schools have access to a range of services and professionals who can support your child.

These include:

- Education –
 - Educational psychologist
 - Education welfare officer

- Ethnic Minority and Traveller Achievement Service
- Speech and language therapy team
- Non Local Authority services such as NASEN (National Association for Special Educational Needs), Bristol dyslexia centre etc
- South Glos Toolkit recommendations
- Medical –
 - Community child health services
 - Child and adolescent mental health service
 - Community paediatrician
 - Occupational therapy service
 - Physiotherapy service
 - School Nursing Service
 - Speech and language therapy service

In addition to these services schools can access social services if there are additional concerns.

How accessible is the school environment?

The school is fully wheelchair accessible and has disabled toilet facilities. A range of specialist equipment is already available in school. If further equipment is needed for an individual, enquiries will be made by school as to how this will be secured. There is a designated disabled parking space and parents of children with disabilities are permitted to park in the staff carpark to make pick-ups and drop-offs easier.

How will my child be included in activities outside the classroom, including school trips?

We believe that every child should be fully included in the curriculum and any possible adaptations will be made to cater for this. Children have very individual needs and the support they are given depends on their level of need.

Through discussion with parents, actions that may be put into place could be:

- 1:1 support
- Pre visits to new locations
- Specialised equipment accessed where available
- Risk assessments will be carried out to ensure the safety of all children
- Individual risk assessments will be put in place to cater for the needs of individual children where needed.

How will the school prepare and support my child to join school or in their transfer to a new setting?

The class teacher/SENCO will oversee transition from one setting to another.

For children entering EYFS this will include:

- Meetings with Early Years settings/previous schools to discuss the needs of your child
- Opportunities for staff to see the child in their previous setting in order to observe the strategies and support already in place
- Opportunities for your child to visit the school and become familiar with the new environment
- Use of photos and social stories to familiarise your child with their new school and adults who will be working with them
- 1:1 meetings between home and school – this may be a home visit by EYFS teachers
- Story time and stay and play for children entering EYFS

For Year 6 or other transfers this could include:

- Extra visits to the new school.

- Visits from key individuals into The Meadows.
- Support with new skills that may be needed such as reading timetables, using maps.
- Use of social stories to prepare children for specific scenarios.
- Extra resources such as photos of key people and places.

How is the decision made about what type and how much support my child will receive?

The school will use their professional judgement in consultation with parents, other staff members, and outside agencies to judge the level of support needed. The time allocated will vary according to the individual need of the child. Pupils with an Education Healthcare Plan or Statement will be allocated a budget which the school will have to evidence how it is spent.



Who can I contact for further information?

If parents/carers would like to discuss their child, they should speak to their child's teacher in the first instance. They may also contact the SENCO via the school office. You can find a link to South Gloucestershire council's Local Offer at:

www.southglos.gov.uk/localoffer

Within the Local Authority, other organisations are available to support parents of children with Special Educational Needs, such as:

Supportive parents

Parents' partnership services

South Glos parents and carers

