



Meadowside School

# Meadowside Primary School

## SEND Information Report 2023 – 2024

Date: 20/11/2024

Review date: 21/11/2025

Reviewed by: V Whitlock (Head of Inclusion)

## Our School

### Our School Vision

At Meadowside Primary we are invested in 'making a difference for our future'. The well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development. Being aspirational is a value we hold dear, so our inclusive practice is nurtured to make this applicable for all. We aim to provide the best possible education for every child, alongside excellent pastoral care and support. All staff and volunteers are committed to safeguarding and promoting the welfare of our children and young people.

### November 2024 Information

Meadowside currently has 211 children on role (November 2024)

There are currently 27 children on SEND register with a range of needs from universal to specialist. (12.7% compared to last year 12.3 %; a small increase). We have a further 20 children (9%) on our monitoring list who's need can be accommodated through quality first teaching (universal needs)

18 children (8.5%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need). These children are supported by a My Plan or My Plan Plus.

8 children (4%) have a significant and complex need that requires support over and above in class provision. (specialist need). These children have an EHCP in place.



### Meet our SENDCO



The SENDCO is Mrs V Whitlock

If you would like to contact Mrs Whitlock, please call school on **01452 721767** or email the school [admin@meadowsideprimary.co.uk](mailto:admin@meadowsideprimary.co.uk).



## Special Educational Needs

At Meadowside Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



## Identifying and Assessing Need

At Meadowside, children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parents
- Concerns raised by teacher eg behaviour, self esteem affecting performance
- Liaison with external agencies eg Occupational Therapy, Speech and Language
- Health diagnosis through paediatrician
- Children with an EHCP (educational Health Care Plan) already have many of their needs clearly identified. The placement at our school is a decision made by the Local Education Authority.

At Meadowside, we work closely as a team and if staff have a concern about a child, they fill out a cause for concern form which alerts the SENDCO and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and a My Plan will be written. You will be invited in for a meeting, where we will share the targets your child is working on and the support they are receiving. This provision will be monitored for the impact it is having on your child's progress.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

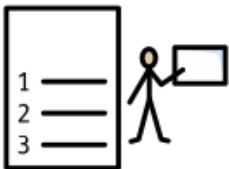
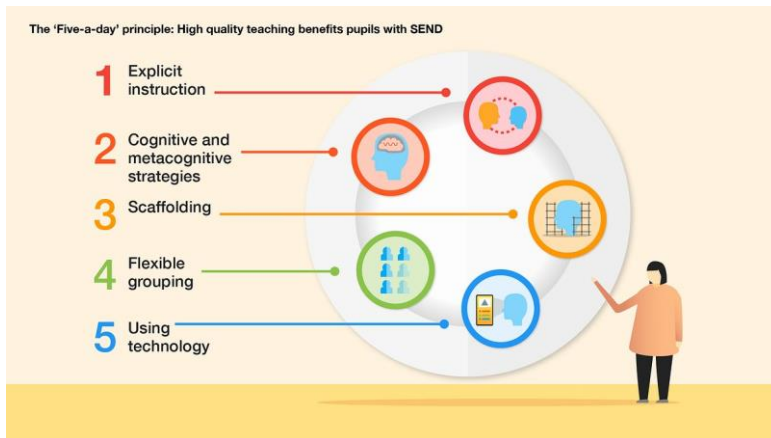


### Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.







Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



### Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking

		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



## Parent Consultations

At Meadowside Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year to discuss how your child is getting on. We can offer advice and practical ways that you can use to help support your child at home with their learning, to make a difference.

We keep up to date with offering parent support groups and networking either at our school or another local school in the QLC (Quedgeley Learning Community) or GSP (Gloucester Schools Partnership).

The class teacher will meet with you formally, as part of parents' evenings, in the Autumn and Spring Term. Progress will be more formally communicated in a written school report in the Summer Term.

Your child may have a My Plan or a My Plan + that will have individual targets. Parents will be invited to discuss this document with the class teacher (and SENCO if required) on a termly basis and are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.

If your child has complex SEND they may have an Educational Health and Care Plan (EHCP). In such instances an additional formal meeting will take place to discuss your child's progress and a report will be written annually. All professionals involved with your child will be invited to this, along with you as parents.



## Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

As a school, we value and celebrate each child being able to express their views on all aspects of school life. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. All leaders will listen to pupil voice regularly.

Children who have a My Plan or a My Plan + discuss their targets with their class teacher, TA and/or SENDCO and are asked for their views on their education which form part of their My Plans and recorded on a My Profile.

If your child has an EHCP (Education Health and Care Plan) their views will be sought before any review meetings.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



## Evaluating Provision

As a school we track and analyse the children's progress in learning against national expectations and age-related expectations on a termly basis.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry in Reception through to Year 6, using a variety of different methods.

Pupil Progress Meetings are held each term. In these meetings a discussion takes place concerning children who are not making expected progress and possible actions are discussed. Eg possible intervention.

We ensure the children's baseline is established before receiving interventions and then review the impact of any intervention at regular intervals. Pupils are asked if they feel the adjustment or intervention is helpful and makes a difference, along with the class team. This will also be discussed at My Plan and My Plan + reviews.

The Headteacher, Deputy and SENCO report regularly to the Governing Body to inform them about the progress of children and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times. We have a governor who is responsible for SEND, who meets regularly with the SENDCO and reports back to the Governing Body.



## Staff Training

At Meadowside, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Zones of Regulation
Autism (Level 1)	Emotion Coaching	Phonics (catch-up)	Team Teach
Specific Learning Difficulties	Medical awareness training	Thrive	Speech and Language
De escalation	Loss and bereavement	Reciprocal reading	Sensory needs: OT



## Transition Support

We encourage all new children to visit the school prior to starting. The SENDCO ensures she is available if required for all phases of transition.

### Nursery/Pre School to Reception

For children starting Reception, a series of visits for children are planned throughout the summer term with our pre-school setting, as well as the opportunity for parents and children to meet the class teacher and TA during home visits. This helps everyone to get to know each other and preparations can be put in place ready for September. Our intake will be staggered in order to ease transition into our setting, with stay and play sessions also on offer.

### End of Year transition

When children move up a year, we provide transition sessions and visits in the summer term so the children are able to get to know their new teacher, TA and the new classroom environment.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share plans.

### Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Some children may require additional transition days to their new secondary setting. This will be discussed and arranged with you and your child. A professional from the secondary school will meet with the SENDCO and discuss the needs of all the children who are receiving SEN support. Many secondary schools also run summer programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

### Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



## Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Advisory Teachers
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Inclusion Team
- School Nurse
- Early Help
- Play Therapy
- Counselling
- Alternative Provision Outreach
- SANDMAT Outreach
- GP's and paediatricians



- Child and adolescent mental health services (CAMHS)
- Dynamic Support
- Navigation Hub
- Family Support Workers
- Community Social Workers
- Mentoring

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



### Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

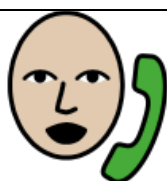
All children are encouraged to go on our trips such as residentials and day trips.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains, diversity team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to help children with SEND access our school.



### Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCO or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Rachel Brain – Chair of Governors  
Philip Barnes – SEND Governor



## Gloucestershire Local Offer

The Gloucestershire's Local Offer for parent and carers can be found at:

[https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2\\_1](https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1)

<b>SENDIASS</b>	01452 427566
Gloucestershire parent carer forum	07572 986353
Gloucester carers hub	0300 111 9000
Gloucestershire Young Carers	01452 733060



## Feedback

"We are pleased with how our child has settled into Y3 and the support put in place for him. I was worried but you put my mind at rest"

"I would like to thank the teachers of Meadowside Primary school for being so supportive and kind to all four of our children, three of whom are ASD. When times got tough you were there for our family."