



Meadowside CP School

SEND Information Report 2024-25



Contact Information

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SENDCo – Mrs A Davidson a.davidson@meadowside.tcat.uk.com
DP Lead – Miss A Tickle a.tickle@meadowside.tcat.uk.com
Welfare officer – Mrs A Stokes welfare@meadowside.tcat.uk.com

Meadowside SEND Information Report

Our Vision for children with SEND

At Meadowside CP School, we believe that every child is entitled to a broad, balanced, relevant curriculum – this is the right for all students. As an Inclusion Quality Mark Flagship school, we strongly believe that this equality of education is vital and is underpinned by High Expectations, High Aspirations and High Standards for all. It should not be constrained by age, gender, creed, race, physical disability, special education need or vulnerability.

High Quality First Teaching delivered by highly qualified teaching staff is available for all students with and without identified SEND. All of our pupils have this entitlement to high quality education and this is delivered by trained personnel, committed to maximum inclusion and equality.

As a school we are committed to ensuring that all pupils develop have equity of access to our curriculum, the main drivers of which are:

- Language Development
- Knowledge
- Skills
- Attitudes and values, personal, local and global.

At Meadowside, we support student via a holistic whole school approach meeting the needs of all students within the school and involves all of our staff working as a team (Teachers, TAs, Welfare, Safeguarding, SLT). This ensures a joined-up approach to meeting the needs of every single student and the whole child. It is our belief that

	<p>every child matters and therefore we will do whatever we can, for as long as it takes, when each of them need it, because every child deserves to have these opportunities.</p>
<p>What do I do if I think my child has special educational/additional needs?</p>	<p>Parents should raise concerns, in the first instance, with their child's class teacher. If further advice is required, then parents should ask to speak to the school SENDCo (Mrs Davidson); Family Welfare officer (Mrs Stokes) or DP Lead (Miss Tickle).</p>
<p>How does our school know if children need extra help?</p>	<p>At Meadowside, use of ongoing assessments and tracking of pupil progress may identify possible areas of need. Our SEN/Welfare team meets half-termly to discuss children in each class after speaking with the staff from each class. This meeting discusses:</p> <ul style="list-style-type: none"> • Additional assessments can be made to clarify areas of need. • Concerns that have been raised by parents/carers • A child may ask for help if they find an area of learning more difficult. • Staff/parents may be concerned with a change in a child's behaviour. <p>A child/young person who needs to be supported through the graduated response process may be presenting characteristics relating to their progress as highlighted below:</p> <ul style="list-style-type: none"> • Child/young person is significantly slower than that of their peers starting from the same baseline (low levels of ability are not necessarily SEND). • Fails to match or better the child's previous rate of progress. • Fails to close the attainment gap between the child and their peers. • Widens the gap between their progress and their peers.
<p>How will the staff support my child?</p>	<p>All teachers are teachers of Special Educational Needs and the school has an inclusive ethos. If your child needs additional support, the class teacher will meet with you to discuss the creation of a Learning Plan at parent teacher meetings. This identifies what additional support is needed to provide equity of access to the curriculum. This will then be discussed with the SENCo and/or members of the SEN Team and additional strategies put into place. Specific interventions, support with scaffolding, ways to adapt tasks, physical adaptations etc. are highlighted within their plan. These will also be discussed with pupils to discuss their specific needs and ways we can further support them.</p> <ul style="list-style-type: none"> • Teachers consider the needs of all learners when planning lessons. • Interventions, to support a child in making accelerated progress in English, Maths or Speech & Language may be introduced; following discussion with parents. These are monitored to assess their impact and recorded on a provision map. • Occasionally a child may require assessment or support from an outside agency. If the child is likely to meet criteria for referral, this is discussed with parents and a referral form is completed. The agency

	<p>will complete assessments and may provide advice or a programme of support to the school and/or parents.</p> <ul style="list-style-type: none"> • Occasionally additional assessments will be completed which will highlight specific areas to support them. • We follow an assess, plan, do, review policy to ensure that Pupils with SEND receive the right support. Normally this is completed termly, however in the case of children with higher levels of needs, this may be completed more frequently.
<p>Who will provide support for my child's additional needs at school?</p>	<p>Your child may be supported by:</p> <ul style="list-style-type: none"> • Class Teachers • Teaching Assistants • Higher Level Teaching Assistants (HLTA's) • Outside agencies such as the Speech and Language Therapy service and Health services such as the School Nurse. • The SENDCo, DP Lead and Welfare Officer.
<p>How will the child be supported to access the curriculum?</p>	<p>At Meadowside, we strive to remove barriers to learning and through adaptations using reasonable adjustments, High Quality First Teaching and targeted support.</p> <ul style="list-style-type: none"> • Quality First Teaching (QFT) – our pedagogy for teaching ensures that work is broken down to the needs of our pupils. Work is broken down into small chunks (chunking) and additional support (Scaffolding) is provided. Where necessary, tasks are adapted to ensure that there is access to learning. Assessment for Learning is constantly used to ensure that pupils are making progress as expected. • Task Adaptation and group intervention: Where necessary, tasks are adapted to ensure that children are able to access the key learning. • Further personalised Support – individual interventions are put into place to ensure that gaps in learning are closed. Specific adaptations to tasks and scaffolding/support is put into place specific to their needs. <p>Suggested ways of how we support children with SEND are highlighted in each curriculum policy.</p>
<p>How will we all know how my child is doing and how will you help me support my child's learning?</p>	<ul style="list-style-type: none"> • School carefully track pupil progress and regular meetings are held between teachers and senior leaders to discuss progress and how children will be supported to make optimum progress – this may include interventions or referrals to outside agencies. • Parents are encouraged to speak to class teachers at the end of the day for informal discussions. Longer appointments can be made with the class teacher, SENDCo or other staff through the school office. • Learning Plans are reviewed with parents and children at least annually. • Parents Evenings are held three times per year. • An Annual School Report is written in the Summer Term.

	<ul style="list-style-type: none"> • Annual Reviews are held for children who have Education & Health Care plans. Children are consulted and where appropriate, attend the reviews too. • Teachers may make notes in children’s reading records. • Home learning/homework opportunities are sent home regularly. • Parents/school are in contact with school via ClassDojo. • Parents are invited into school for special learning days (e.g. World Book Day) and for training about how to support children with phonics, reading and maths.
<p>What support will there be for my child’s overall emotional health and wellbeing?</p>	<ul style="list-style-type: none"> • All staff offer social and emotional support for children. The ‘Meadowside Mindset’ is part of school’s ethos and referred to consistently by all staff. • Our Welfare team, alongside our SENCo provide further support. We have two members of staff trained as Mental Health First Aiders who support with both group and individual intervention. • A breakfast club is available for children in both Key Stages 1 & 2 – to support those children who find these times of the day more difficult to manage. • School work collaboratively with families of children with SEND in order to provide optimum support for the children and enable them to achieve the best outcomes. • British Values and social, emotional concerns are addressed through circle time activities; Personal, Social, Health, Education (PSHE/RSE) and My Happy Mind. • The schools Positive Behaviour Policy supports a child in making good behaviour choices; fosters self-respect and respect of others; self-awareness and encourages them to become engaged members of their school and wider community. • School provide additional support, for those children who need it, around times of transition – to enable a smooth transition to the next phase of their education. • If all support has been exhausted, the school has access to external agencies and professionals who can provide support with behaviour, attendance and emotional well-being. • We have staff who have been trained to support children who have been bereaved. • Looked after children, with SEND, are supported by the Welfare Officer. • Personal Education Plan (PEP) targets are assessed and monitored termly. Regular Child In Care (CIC) meetings are held with carers and children’s services. PEP money is used to support children on an individualised basis; purchasing additional specialist equipment, for example.

<p>What specialist services and expertise are available at or accessed by our school?</p>	<p>School has strong and positive relationships with a variety of outside agencies to provide specialist assessments and advice, such as:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language service • Sensory Support (including Visual and Hearing impairment) • Occupational Therapists • School Health Advisors • Social Services • CAMHS (Child & Adolescent Mental Health Service) • St Joseph’s • Orthoptist • Child Protection/Safeguarding Team • Local Authority EHC Plan Co-ordinators • Warrington SEND Information and Advice Support Service • Independent Play Therapists • ADDvanced Solutions • SENDIASS • Sycamore SEND Services
<p>How do we consult young people with SEN and involving them in their education?</p>	<p>All children with SEND have input into their Learning Plans, discussing what provision is in place and what helps them to learn well.</p> <p>Children with EHCP contribute to the EHCP process where possible filling in a form with support. Where appropriate, children also attend the first part of the EHCP meetings.</p> <p>Access to these services is prioritised according to need, availability and a child meeting criteria – usually following a termly SEND planning meeting.</p> <p>School has two Designated Provision Classes for children with EHC plans. Staff from these classes share good practice and provide advice, expertise and guidance to mainstream staff.</p>
<p>What training have the staff supporting children with SEND had/or are having?</p>	<ul style="list-style-type: none"> • The SENDCo is a qualified teacher, with expertise in supporting children with additional needs in all areas highlighted under the SEN Code of Practice (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties. and Physical and/or Sensory Needs). • Some staff are trained in specialist programmes such as Speech and Language. • School have had whole staff training to support children with Autism, ADHD, dyslexia, developing speech, language and oracy and in understanding attachment difficulties. • The SENDCo attends regular training within the authority to maintain up-to-date knowledge of SEN practice. • The SENDCo is part of an Inclusion Quality Mark Cluster sharing good practice.

	<ul style="list-style-type: none"> • Individual staff access training for individual children as identified by the Senior Leadership Team (SLT). • Early Years and DP staff have been trained in use of Makaton. • Some staff are trained in Team Teach (positive handling).
How will my child/young person be included in activities outside the classroom; including school trips and provision for after school care?	<p>Meadowside is an inclusive school.</p> <p>We endeavour to include children in all activities and will work closely with parents/carers to ensure all children can take part in learning outside of the classroom; attend school trips and after school clubs.</p> <p>Risk assessments may need to be completed, to ensure the correct provision is in place.</p>
How accessible is the school environment?	Please refer to our Accessibility Audit on the website.
How will school prepare and support my child during periods of transition – to a new class, educational setting or the next key stage of education?	<p>Meadowside recognise that times of transition can be an anxious time for children and parents.</p> <ul style="list-style-type: none"> • Transition within school is carefully planned, with individual needs discussed prior to visiting the new teacher/classroom. • Additional transition sessions can be arranged, for those pupils who may benefit from this. • Where necessary ‘transition books’ are made for children to share with parents – these include photographs of staff, classrooms and other key areas around school. • School works closely with High Schools and other educational settings to ensure a smooth transition for all pupils. • Staff will contact previous schools/settings, where possible, to support a child’s transition to Meadowside.
How are the school’s resources allocated and matched to the children’s/young person’s special educational needs?	<ul style="list-style-type: none"> • Regular pupil progress and SEN planning meetings inform decisions around allocation of resources and suitable interventions. • The school’s provision map identifies categories of need on an individual, class or whole school basis. • Further support or resources may be allocated to a child following assessments by the SENDCo or outside agencies.
How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • The head teacher, in collaboration with the Senior Leadership Team, allocates resources and support based on the child’s individual needs, following discussions with the class teacher and where appropriate advice from external professional agencies and parents. This will be in line with the SEND Code of Practice. • The allocation of support will be informed by the school’s internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents and reviewed regularly. • Support will change according to the ongoing review of need, which will be discussed with staff, parents/carers and the child.

	<ul style="list-style-type: none"> • For pupils with an EHC plan, consultations will take place with all stakeholders, to determine support that aims to meet the outcomes outlined in the plan/statement.
How are parents involved in the school? How can I be involved?	<p>All parents are encouraged to take an active part in their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher • Supporting their home-learning/reading • Attending parent's evenings • Attending parent classroom visits/Stay and Play sessions. • Attending celebration assembly; musical concerts and productions. • During discussions with the SENDCo, Welfare Co-Ordinator and other professionals • Parents are encouraged to comment in their child's reading record • Volunteering/helping out in the classroom (subject to Child Protection clearances)
How is the effectiveness of the provision made for pupils with SEN is evaluated?	<p>Termly SEND pupil progress meetings are held to discuss the progress of children on the SEN register and those on the monitor list. These meetings discuss the following:</p> <ul style="list-style-type: none"> • The effectiveness of provision, highlighted in the Learning Plan, in meeting the needs of these pupils • The progress against individual targets set (where appropriate) • The progress of pupils in standardised tests (using question level analysis) or against bSquared objectives as highlighted in the Assessment Policy • The effectiveness of any interventions using chosen data for interventions (see SEND Assessment Policy) • Assessment against targets set by outside organisations (SALT/OT) • Book scrutiny of work completed by children with SEN
Who can I contact for further information and how do I make a complaint?	<p>If you wish to discuss your child's educational needs, in the first instance please speak to their class teacher. If you want to discuss things further please contact:</p> <ul style="list-style-type: none"> • SENDCo • Family Welfare Officer • Assistant Head Teacher • Head Teacher • SEN Governor <p>Appointments can be made with any one of these people, through the school office.</p> <p>Complaints can be raised in line with the school complaints procedure.</p>
	<p>LA contacts:</p> <ul style="list-style-type: none"> • Warrington SEND Information and Advice Support Service (SENDIASS) • School Health • EHC Plan Officers