

# Meadowside CP School

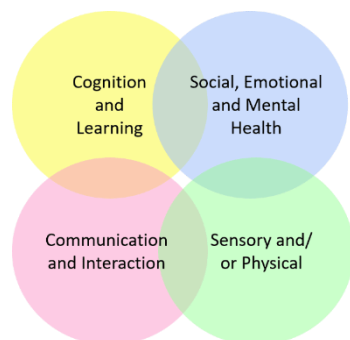
## SEND Information Report 25-26

### Contact Information

Clough Avenue,  
Longford,  
Warrington,  
WA2 9PH  
01925 632705

Headteacher – Mrs C Curtis [c.curtis@meadowside.tcat.uk.com](mailto:c.curtis@meadowside.tcat.uk.com)  
SENDCo – Mrs A Davidson [a.davidson@meadowside.tcat.uk.com](mailto:a.davidson@meadowside.tcat.uk.com)  
DP Lead – Miss A Tickle [a.tickle@meadowside.tcat.uk.com](mailto:a.tickle@meadowside.tcat.uk.com)  
Welfare officer – Mrs A Stokes [welfare@meadowside.tcat.uk.com](mailto:welfare@meadowside.tcat.uk.com)

### Special Educational Needs at Meadowside Primary School



At Meadowside CP School, we provide support across the four areas of need, as stated in the 0-25 SEND Code of Practice 2015:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical needs



Where a child requires provision in school that is in addition to what is ordinarily available through Quality First Teaching, an Educational Health Care Plan (EHCP) may be applied for. This involves a formal assessment by the Local Authority and outside agencies to assess the child's needs and create a specific plan.

Children identified in school as having SEND and who have outside agencies supporting provision, are placed on the SEND register. This is reviewed termly.

Some children with identified needs may be adequately supported through Quality First Teaching.

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| <p>Our vision for children with SEND</p>   | <p>As an Inclusion Quality Mark Flagship school, we believe that every child is entitled to a broad, balanced curriculum and have high expectations and aspirations for all. This should not be constrained by age, gender, creed, race, physical disability, special education need or vulnerability.</p> <p>As a school we are committed to ensuring that all pupils have equal opportunities to access the curriculum, striving to remove barriers linked to:</p> <ul style="list-style-type: none"> <li>• Language Development</li> <li>• Prior knowledge</li> <li>• Skills</li> <li>• Attitudes and values</li> </ul> <p>At Meadowside, we use a whole school approach to meet the needs of all students within the school, ensuring all of our staff work as a team. It is our belief that <b>every child matters</b> and therefore we will do whatever we can, for as long as it takes, when each of them needs it, because every child deserves to have these opportunities.</p> |
| <p>What do I do if I think my child has a special educational need?</p>  | <p>Parents should raise concerns, in the first instance, with their child's class teacher.</p> <p>If further advice is required, then parents should ask to speak to the school SENDCo (Mrs Davidson); Welfare officer (Mrs Stokes) or DP Lead (Miss Tickle).</p>  |
| <p>Identification and assessment of pupils with SEND</p>                | <p><b>Pupils are identified as having SEN and their needs assessed through:</b></p> <ul style="list-style-type: none"> <li>- Information passed on from nursery settings, other schools and classes</li> <li>- Baseline testing and statutory assessments</li> <li>- Concerns raised by teaching staff</li> <li>- Feedback from teaching staff and observations</li> <li>- Pupil Premium interventions not showing impact</li> <li>- Referrals or concerns from parents</li> <li>- Reports from external agencies or professionals</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>- School's formative and summative assessment data</li> </ul>  |
| Our approach to teaching pupils with SEND  | <p>All teachers are teachers of SEN, 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 Passport to Success. This will identify what additional support is needed for your child.</p> <p><b>Provision for SEN pupils at Meadowside includes:</b></p> <ul style="list-style-type: none"> <li>- Quality First Teaching, with appropriate differentiation and challenge in place for groups and individuals</li> <li>- Following a graduated approach (assess, plan, do and review)</li> <li>- Effective provision management including the deployment of Teaching Assistants (TAs)</li> <li>- Appropriate use of classroom-based interventions</li> <li>- Use of the sensory room and resources as needed</li> <li>- Availability of quality resources</li> <li>- Working closely with parents and carers, including regular meetings and updates</li> <li>- Teaching Assistant support</li> <li>- Individual or group interventions</li> <li>- Health Care Plans may be written for children with physical disabilities</li> <li>- Referrals to outside agencies and following advice given</li> <li>- Personalised provision through adapted resources and interventions</li> <li>- Application for top-up funding either via EYSENDIF or an Education, Health and Care Plan</li> </ul> |
| Adaptations to the curriculum and learning environment to support learners with SEND | <p><b>The curriculum /learning environment may be adapted by:</b></p> <ul style="list-style-type: none"> <li>- Groupings that target specific levels of progress</li> <li>- Differentiated resources, activities and teaching styles</li> <li>- Appropriate choices of texts and topics to suit the learner</li> <li>- Additional adult support</li> <li>- Displays and working walls that enhance learning</li> <li>- Dyslexia friendly classrooms: tinted backgrounds, key word cards, touch typing programmes</li> <li>- Visual prompts and support (Widgit Symbols)</li> <li>- Visual timetables</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>- Now and next/when and then boards</li> <li>- Sensory equipment to support a sensory diet</li> <li>- Sensory circuits</li> <li>- Use of specialist resources such as fiddle toys, writing slopes, enlarged print, coloured over-lays, sensory equipment, gym balls, gym bands</li> <li>- Quiet areas in the classroom</li> <li>- Adaptions to the environment for children with disabilities following advice from outside agencies</li> </ul>  |
| <p>Evaluating the effectiveness of provision and pupil progress towards outcomes</p>  | <p>Adaptations to provision are planned in year group pupil progress meetings, which are held with the Headteacher and Deputy Head. Where interventions are necessary, individual or group interventions are delivered by teachers and TAs. These are logged on a Class Provision Map.</p> <p>A graduated approach cycle of assess, plan, do and review occur at least termly, examining the effectiveness and impact of provision.</p> <p><b>Monitoring of SEND provision involves:</b></p> <ul style="list-style-type: none"> <li>- Observations of pupils/review of work</li> <li>- Tracking assessment data</li> <li>- Use of bSquared assessment statements for children working significantly below their year group</li> <li>- Use of The Engagement Model where appropriate</li> <li>- Reviewing Passport to Success documents at least termly</li> <li>- EHCP provision mapping reviewed each half-term and along with statutory annual reviews</li> <li>- Analysing the impact of interventions taking place</li> <li>- Parent's evenings/school reports</li> </ul> |
| <p>SEMH and wellbeing support</p>   | <p>All staff offer social and emotional support for children and strive to build strong relationships with pupils. The 'Meadowside Mindset' is part of school's ethos and referred to consistently by all staff.</p> <p>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.</p> <p><b>Provision for SEMH and wellbeing support involves:</b></p> <ul style="list-style-type: none"> <li>- Two trained Mental Health First Aiders in school</li> </ul>  |


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|  | <ul style="list-style-type: none"> <li>- TA trained in bereavement support</li> <li>- A breakfast club to support those children who find start of day difficult to manage</li> <li>- Soft landings/exits</li> <li>- Sensory circuits and movement breaks implemented throughout the school day</li> <li>- Collaboration with families of children with SEND</li> <li>- British Values and social, emotional concerns are addressed through circle time activities</li> <li>- A Behaviour Policy that 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.</li> <li>- Additional support, for those children who need it, around times of transition – to enable a smooth transition to the next phase of their education</li> <li>- Access to external agencies professionals who can provide support with behaviour, attendance and emotional well-being</li> <li>- Looked after children, with SEND, are supported by the Welfare Officer</li> <li>- 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.</li> </ul> |
| Specialist services accessed by our school | <p>School has strong, positive relationships with a variety of outside agencies who can provide specialist assessments and advice, such as:</p> <ul style="list-style-type: none"> <li>- Speech and Language service</li> <li>- Sensory Support (including Visual and Hearing impairment)</li> <li>- Occupational Therapists</li> <li>- School Health</li> <li>- CAMHS (Child &amp; Adolescent Mental Health Service)</li> <li>- St Joseph's</li> <li>- Orthoptist</li> <li>- Local Authority EHC Plan Co-ordinators</li> <li>- Warrington SEND Information and Advice Support Service</li> <li>- Independent Play Therapists</li> <li>- ADDvanced Solutions</li> <li>- SENDIASS</li> </ul>   |


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|   | <ul style="list-style-type: none"> <li>- Sycamore SEND Services</li> <li>- SEMH Lead Teacher</li> <li>- SEMH Hub</li> <li>- ASC Lead Teacher</li> </ul>  |
| <p>How do we consult young people with SEN and involve them in their education?</p>  | <p>Pupils are regularly given the opportunity to express their views via pupil interviews, paperwork reviews and discussions with teachers and TAs. Pupil views are recorded on paperwork, such as annual reviews for EHCPs.</p>   |
| <p>Training and expertise of our staff in relation to supporting children with SEND</p>   | <p>Audit of staff expertise and training needs undertaken annually</p> <ul style="list-style-type: none"> <li>- SENDCo has the National Award for Special Educational Needs Co-ordination (NASENCO)</li> <li>- DP Lead is currently undertaking the NPQ SENCO</li> </ul> <p>Staff training includes Speech and Language, oracy, ELSA, EBSA, MeLSA, ADHD, Autism, bereavement, attachment, SEMH, Team Teach, sensory circuits.</p> <p>The SENDCo and DP Lead attend regular training within the authority and with The Challenge Academy Trust to maintain up-to-date knowledge of SEN practice.</p> <p>The SENCo is part of an Inclusion Quality Mark Cluster sharing good practice.</p> |
| <p>Activities outside the classroom; including school trips and provision for after-school clubs</p>  | <p>Meadowside is an inclusive school. We endeavour to include all 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>   |


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| <p>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>          | <p>Meadowside recognise that times of transition can be an anxious time for children and parents.</p> <ul style="list-style-type: none"> <li>• Transition within school is carefully planned, with individual needs discussed prior to visiting the new teacher/classroom.</li> <li>• Additional transition sessions can be arranged, for those pupils who may benefit from this.</li> <li>• Where necessary 'transition books' are made for children to share with parents – these include photographs of staff, classrooms and other key areas around school.</li> <li>• School works closely with High Schools and other educational settings to ensure a smooth transition for all pupils.</li> <li>• Staff will contact previous schools/settings, where possible, to support a child's transition to Meadowside.</li> </ul> |
| <p>Parental involvement in the education of their child</p>   | <p>All parents are encouraged to take an active part in their child's education.</p> <p><b>This may be through:</b></p> <ul style="list-style-type: none"> <li>- Discussions with the class teacher</li> <li>- Supporting their home-learning/reading</li> <li>- Engaging with ClassDojo</li> <li>- Attending parent's evenings three times a year</li> <li>- Involvement in target setting for Passports to Success</li> <li>- Attending parent visits/Stay and Play sessions</li> <li>- Attending celebration assembly; musical concerts and productions</li> <li>- Discussions with the SENDCo, Welfare Co-Ordinator and other professionals</li> </ul> <p>Parents of children with EHCPs will also be invited to an annual review (bi-annual in EYFS).</p>  |
| <p>Who can I contact for further information and how do I make a complaint?</p>  | <p>If you wish to discuss your child's educational needs, in the first instance please speak to their class teacher.</p> <p>If you want to discuss things further please contact:</p> <ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Welfare Officer</li> <li>• Assistant Head Teacher</li> <li>• Head Teacher</li> <li>• SEND Governor</li> </ul> <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>   |

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| <p>Who can I contact for parental support?</p>  | <p>Further support and information is available from Warrington SEND who provide advice and support for parents and carers of children and young people with special needs from 0 to 25 living in Warrington. The service works alongside Warrington Borough Council but operates impartially.</p> <p>Warrington SENDIASS<br/>Families and Wellbeing Directorate<br/>New Town House<br/>Buttermarket Street<br/>Warrington<br/>WA1 2NH</p> <p>Website: <a href="http://www.warringtonsendiass.co.uk">http://www.warringtonsendiass.co.uk</a></p> <p>01925 442978</p> |
| <p>Where can I access information about the authority's local offer?</p>   | <p>Full details can be found at: <a href="#">Local offer - SEND   warrington.gov.uk</a></p>  |