



# Meadowcroft - SEN (Special Educational Needs) Information Report

September 2024

Our SENCO (Special Educational Needs coordinator) Mrs Moon is qualified in the National SENCo Award and can be contacted either by email or phone.

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This information report has been written with the guidance from the following documents:

- The SEND Code of Practice (July 2014)
- Section 69(2) & Part 3 of the Children & Families Act 2014
- Equality Act 2010: advice for schools DFE Feb 2013
- Regulation 51 & Schedule 1 of the Special Educational Needs and Disability regulations 2014
- The National Curriculum in England Key Stage 1 framework document Sept 2013
- Teachers Standards 2012

### Our Whole School Approach:

At Meadowcroft primary school we value each child as a unique individual. We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained to be able to cater for learners who may have difficulties with:

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

We believe, all teachers are teachers of special educational needs. Our school has a SEN policy which can be found on the school website. We also have a SEN governor who works closely with Mrs Moon to monitor our provision.

High quality first teaching is an important part of our everyday provision in the classroom. Through using the Ordinarily Available provision, teacher assessments and observations we track children's progress to plan for their next steps and plan for additional support if needed in their learning journey. As stated in our SEND policy we follow a four-step cycle.



We ensure the quality of teaching being received is good or outstanding and put in additional provision if needed to ensure that every child is given the opportunity to achieve.

The school has two parents evening and an end of year report where parents are informed of progress. However, we have an open door policy where parents can come in and speak to the class teacher or SENCO should they have concerns about the progress of their child at any time.

We have a parent teacher association called FRIENDS where parents can become involved in school life. Details of how parents can get involved with the FRIENDS, governors or voluntary positions can be found by ringing the school office so we can arrange a DBS check. Our current parent governors take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.

#### Our Process:

The SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. The Surrey's SEND Support Arrangements document will be put together and a

one-page profile will be filled in with the child so the views of the learner are taken into account and they are involved in their own learning journey.

During our assess, plan, do and review cycle we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder can do to make a positive contribution. If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an Education Health Care Plan (EHCP). This will always be done in consultation with the parent/carer.

The SENCO will schedule meetings across the academic year where she will meet with children on SEN support and those with EHCPs and their families to discuss progress made towards short term targets and towards longer term outcomes.

#### Discussions with parents and the child:

Parents will be invited in to discuss initially with the class teacher and then if needed with the SENCO to implement an intervention that will support their child in accessing the curriculum.

We have an open-door policy where parents should feel comfortable and free to come and talk about any concerns they have about their child at any time in the year.

We recognise that pupils at Meadowcroft with medical conditions should be supported so that they have full access to education, including school trips and physical education. These children will be issued with a Health Care Plan (HCP) where staff will have up to date information on that child's condition and any requirements they need in class or out on school trips. We also have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum. We work with stakeholders to identify steps we can take as a school in order to improve overall accessibility.

We take a holistic school approach to supporting learners e.g. all teaching staff liaise with one another in order to ensure there is a joined up and coherent approach to support for learners with SEND. We firmly believe that every learner can be successful and have a whole school ethos of high expectations for everyone.

Our provision begins in class following Waves of interventions:

### WAVE 1

Staff in the first instance use a variety of teaching strategies in order to support access to the curriculum. The schemes of work are designed to move all learners from where they are to where they need to be. For some learners staff may differentiate resources to support access to the curriculum. We identify where there may be issues with specific aspects of the curriculum and work with staff and parents in order to adapt content to support access.

### WAVE 2

This wave is designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations. It normally takes form of tightly structured programmes of small group support that has evidence base of impact. The support is carefully targeted according to analysis of need and is delivered by the teachers or teaching assistances who have the skill to help learners achieve their learning objectives. The progress of learners is closely tracked. This support can occur outside (but in addition to) whole class lessons or be built into mainstream lessons as part of guided work. The outcome of Wave 2 intervention is for the child to be back on track to meet or exceed national expectations. Children's progress is tracked formally every term and informally almost every day by teachers!

### WAVE 3

The expectations are to accelerate and maximise progress and to minimise performance gaps. This may involve support from a specialist teacher, trained teaching assistant (TA) or higher level teaching assistant (HLTA) delivering one-to-one or small groups to support learners towards the achievement of very specific targets.

### Provision so far...

We have trained staff within the school who have received training in ELSA (emotional literacy), ELKLAN (speech and language support), literacy and FirstClass number (numeracy support).

We aim to ensure that all staff working with learners with SEND possess a working knowledge of the specific difficulty to help them access to the curriculum. We may use outside agencies to support this. Where it is deemed that external support is necessary, we discuss any referrals with parents in the

first instance and gain full consent before proceeding with the referral. We also try to give parents the opportunity to meet with the specialist in order to share the work being carried out and provide an opportunity for parents to share their views and any behaviours they observe at home.

Previously the school has worked with:

- ~ Surrey Speech and Language services
- ~ STIPS (Specialist teacher in Practice)
- ~ Educational Psychology Service

Please see below for examples of some interventions:

<b>Area of SEND</b>	<b>Intervention</b>	<b>Led by</b>
Cognition and Learning	Literacy for All	Teacher and trained HLTA
	Additional 1:1 reading	Teacher and trained HLTA or TA
	Phonics focus group	Teacher and trained HLTA or TA
	Focused maths group	Teacher and trained HLTA or TA
	1 <sup>st</sup> Class @ Numbers - Maths intervention	Teacher or TA
Communication and interaction	Listening skills	Teacher & Trained HLTA or TA
	NELI	Trained TA
	LEGO Therapy	Trained TA
Social, emotional and mental health	Zones of Regulations	Teacher & Trained HLTA or TA
	Social skills groups	Teacher & Trained HLTA or TA
	Circle of Friends	Teacher & Trained HLTA or TA
Emotional, Literacy, Support Assistant	ELSA	Trained TA

Sensory and/or physical needs	Fine-manipulative skills group - putty programme	Teacher and trained HLTA or TA
	Handwriting focus group	Teacher and trained HLTA or TA

We have previously worked with social services, primary care trust workers, child mental health teams and young carers to support our children.

### Adapting the curriculum and learning environment:

Our whole school approach to inclusion tries to support all learners to engage in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. Where necessary we will complete a risk assessment in order to help include children with SEND to participate in activities alongside their peers.

Previously we have had additional staff accompany on school trips so that learners with SEND could attend. Registers are taken for all school activities and we actively monitor the engagement of learners across the school to ensure there is fair and equitable access to them.

We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. We work with both the recipient of bullying and the perpetrator in order to support their needs and ongoing development.

Our PSHE programme Jigsaw also supports emotional and social development. The school works with children to positively focus on social and emotional development. In the first instance every child has a class teacher who they can talk to share any concerns that they may be experiencing.

### Staff Development

All our staff consists of qualified teachers and teaching assistants. We have trained staff in autism, speech and language, Reading for All, Numicon and Social skills.

Each year and throughout the year we assess and plan the deployment of our staff. We want to ensure the best possible outcomes for our children and will deploy staff according to their capabilities and qualified skills.

We use the outreach workers from Freemantles school to come in and do some twilight training for our teaching staff.

We hold staff meetings every week as well as training days throughout the year.

### Evaluating Provision

Each year we review the needs of the school to see if there is a change in the overall make-up of the school. We review the needs of the learners in our school and make sure that the interventions they are receiving will enable them to make progress. Some of the funding our school receives will go on training in-house so that in-house provision is more targeted.

Where children have not made expected progress, interventions will be changed and monitored.

### Transitions

As we become a primary school we plan to hold meetings with staff at our local secondary schools. During these meetings we will share an overview of our learners with SEND. Good practice and successful strategies will be shared so that transition to the next phase is made easier. In some cases, staff from the secondary school be invited to work with learners to give them a familiar face for when they transfer. Visits to the local secondary schools will be planned and we will fully encourage all our learners to attend induction days.

Where we know there is likely to be high levels of anxiety we plan to send staff along for parts of the induction day and try to organise additional induction visits so that learners become more familiar with their new setting before they start there.

### Complaints Procedures

The SENCO is Mrs Moon. She can be contacted via the main office or email direct to: [senco@meadowcroft.surrey.sch.uk](mailto:senco@meadowcroft.surrey.sch.uk) In the first instance, if a parent has a complaint or concern they are encouraged to speak to the class teacher. If the matter cannot be resolved then a meeting with the SENCO can be arranged. During this meeting she will do her utmost to look for a resolution to the issue. We have a copy of the school's complaints procedure on our school website.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Independent SEND supporters which can be located on the local authority's Local Offer.

You can find your local Information and Advice Support Service here [Find your local IAS Service | Council For Disabled Children](#)

#### Further advice and support

More information about the local offer of services and support for children with special educational needs and disabilities in the Surrey area can be found on the Local offer website at: [Surrey Local Offer](#) alternatively you could send an email to [localoffer@surreycc.gov.uk](mailto:localoffer@surreycc.gov.uk) Or contact them directly on 0300 200 1004.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.