



# Meadowcroft - SEN Information Report

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SENCO: Mrs Moon

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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 infant school we value each child as a unique individual and we fully comply with requirements set out in the Special Educational Needs Code of Practice 2014. We believe, all teachers are teachers of special educational needs.

High quality first teaching is an important part of our everyday provision in the classroom. Through 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,

- ~ Assess
- ~ Plan
- ~ Do
- ~ Review

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

## SEND Needs:

The SEN Code of Practice depicts SEND in four areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Our provision begins in class following Waves of interventions:

### WAVE 1

High quality inclusive teaching supported by effective whole school policies and frameworks clearly targeted on all learners' needs and prior learning. The schemes of work are designed to move all learners from where they are to where they need to be. It is based on good use of yearly transition data and quality first teaching.

### 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 on support. 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 learners to be back on track to meet or exceed national expectations. Children's progress is tracked formally every half-term and informally almost everyday 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, highly 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.

## Interventions so far...

<b>Area of SEND</b>	<b>Intervention</b>	<b>Led by</b>
Cognition and Learning	FFT (Fischer Family Trust - Literacy intervention )	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
Communication and interaction	Listening skills	Teacher & Trained HLTA or 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
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

### Adapting the curriculum and learning environment:

Through pupil progress meetings we drive our high expectations among staff about first quality teaching and the importance of differentiated lessons to meet every child's needs in the class.

At half termly progress meetings we discuss the needs of learners and where children are not making age expected progress; interventions may be discussed to help target the needs of the learner.

Staff will differentiate lessons and resources for children to access the curriculum. We have a whole school approach to inclusion which aims to support all learners in activities in the classroom. Any barriers to learning are discussed and we do what we can to overcome these. The first line of intervention begins in the classroom.

### 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 will then involve the child in their learning, discuss with them what interventions are in place to support them. 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.

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.

During our four step cycle of assess, plan, do and review we will look at the actions needed to support a learner towards achieving their outcomes. We like and welcome parents to come in and discuss how they feel they can offer support and make recommendations on how we can engage in their child's learning.

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.

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.

Throughout the year we will report on children's learning and inform parents on their child's progress. The SENCO is also available during parent's evenings. Again we welcome an open door policy if parents would like to come in to discuss the report.

We have a Parent teacher association where parents can become involved in school life. We have parent governors who help throughout the years to support the children's learning and always welcome new comers!

We also welcome parent volunteers in school to help with children's learning such as, hearing readers. If you are interested please visit our school office so we can arrange a DBS check.

### Staff Development

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

Each year and sometimes 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 will be contacting 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 in their learning. Some of the funding our school receives will go on training in-house so that in-house provision is more targeted.

We use a provision management tool to monitor the effectiveness and impact of interventions. Where children have not made expected progress, interventions will be changed and monitored.

### Transitions

We have good links with our feeder pre-schools and junior schools. Our Reception team carry out home visits prior to them starting our school. Information will be gathered regarding any special needs, disabilities and necessary support to be put in place for their entry into school. They will bring photos of the school to introduce to the children.

All children attend their induction day to junior school and if needed, we arrange extra transition days for our more vulnerable children. Where we know there may be high levels of anxiety, we may send staff along to support children on the day. Parents are offered support and advice, where needed, when making their junior school choice. Meetings are also arranged between the schools to speak to the children and SENCOs from each school to discuss and handover those children with SEND.

### 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:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Or you could send an email at: [localoffer@surreycc.gov.uk](mailto:localoffer@surreycc.gov.uk)

Or contact them directly on: 0300 200 1004

### Complaints Procedures

The SENCO is Mrs Moon. She can be contacted via the main office or email. 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.

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.