

# SEND Information Report – September 2023



At Meadow Park Academy we are committed to supporting all learners to achieve their very best. Please see details below for how we support children with Special Educational Needs.

Our SENDCo is Mrs Sue Podolska who helps to ensure SEND provision at the school is strong. You can contact her via email at [spodolska@meadowpark.anthemtrust.uk](mailto:spodolska@meadowpark.anthemtrust.uk).

At Meadow Park Academy we always aim to make a difference for everyone in our school family, regardless of ethnicity, background, needs or disabilities. The information below aims to answer some common questions.

## 1 What should I do if I think my child has special educational needs?

1. Initially speak to the class teacher. This is the person working with your child day to day and is always happy to speak to you about any aspect of school life.
2. Make an appointment to speak to the Special Educational Needs and Disabilities Coordinator (SENDCo Mrs Sue Podolska)

## 2 How will the school respond to my concern?

1. Listen.
2. Information will be shared with the SENDCo.
3. An observation, further assessment or meeting may be arranged with the SENDCo to discuss concerns and support.
4. If your child has additional needs that require support or intervention that is “additional to or different from” other pupils, they will be placed on our SEND register, and you will be invited to be part of a meeting to set up an Individual Profile (IP) for your child.
5. Please also see the SEND policy.

## 3 How will the school decide if my child needs extra support?

1. On-going class assessments and observations.
2. An analysis of formal data collected termly.
3. Teacher and SENCo discussions.
4. Please also see the SEND policy.

We will use a cycle of *assess, plan, do and review*. Once children have been identified and the needs have been assessed staff will plan the support which will be delivered and then reviewed at least three times per year.

A diagnosis alone does not necessarily mean that a child will automatically be placed on the SEND register.

“Reasonable adjustments” can be made to support needs, reduce risk or anxiety, when identified.

If your child does not have a diagnosis but is experiencing difficulties, then appropriate support will be planned to meet the needs of the individual child.

We will never make assumptions about children based on a diagnosis and we do not base support solely on a diagnosis, all provision is based on individual needs and learning styles.

## 4 What will the school do to support my child?

1. If appropriate, the class teacher will set up a SEND individual educational plan (IEP). This will highlight areas of need for the child under the headings of, Communication and Interaction, Cognition and Learning, Social Emotional and Mental health, Sensory and Physical. This provides short term targets that are reviewed at the end of each term.
2. Interventions may include small group work, individual support programmes, use of visual supports, individual work stations, use of extra resources or play time.
3. Please also see the SEND Policy.

## 5 Who will support my child in school?

1. It is the responsibility of all class teachers to plan for all children in the class including those with SEND and the first step in our graduated response to SEND will always be quality first teaching and differentiated learning opportunities within the classroom.
2. Intervention groups and individual support may be led by a teacher or a teaching assistant or another professional.
3. Please see the list below of qualifications or certificates held by staff in school relating to SEND support.

The graduated approach means that children will first be supported through quality first teaching in the classroom. The SENDCo may become involved to offer advice and support where children's needs cannot be met solely through this approach.

Where children have more significant needs that require specialist support, external agencies may be called upon. The support of external agencies can involve specialist assessments, specialist supported sessions, group work and /or individual support. Other support offered by external agencies provides staff and parents with specialist advice to implement with children in school and /or at home so that staff and parents develop the skills and expertise to support children's individual needs in the long term.

## 6 What training and experience do staff have for the additional support my child needs?

- **National SENCo Award:** The National SENCo Award is a Masters level course that is statutory for all SENDCos appointed newly to the role since September 2008.
- **Speech and Language specialism:** The school has two Borough trained members of staff who can support children and staff to develop speech, language, and communication difficulties. They also have an understanding of speech sound development.
- **Precision teaching:** Precision teaching involves working with a child individually for a short time (15-20 minutes) It is used to address a very specific gap in a child's knowledge using repetition; the same teaching takes place every day and progress is measured and tracked.
- **Colourful semantics:** Colourful semantics is used to teach the possible structure of sentences by using colour coded words or phrases for each word class. (who/what doing/where)
- **Phonics catch-up:** This is daily one to one teaching of a new sound whilst practising already known sounds. Once phonic sounds are secure within a phase then children move on to blending words and then reading sentences using the words they can decode.
- **Accelerated / Accelwrite:** This is a scheme designed to help children with the decoding of text and also supports them in enhancing memory and concentration skills.
- **NELI:** The **Nuffield Early Language Intervention** is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.
- **Makaton:** Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.
- **Forest School:** This offers group support to build resilience, relationships, risk taking and give responsibility in an outdoor learning environment.
- **Lego Therapy:** A small group programme to develop communication and social skills.

In addition, where needed, we work closely with various outside agencies to provide specific support for individual children.

## 7 Who else might be involved in supporting my child?

- Teaching assistants (see staff list on website)
- Family Support Worker
- Outdoor Education teacher
- Speech and language therapist
- Occupational therapist
- Physiotherapist
- Educational Psychologist
- Specialist teacher
- Mental Health Support Worker

If your child is being supported in additional ways this will be shared with you at the IEP review.

## **8 What support will be there for my child's emotional and social well-being?**

1. All staff in school are fully committed to supporting emotional wellbeing and adopt a "nurturing approach." Sometimes a more focused and specific support is required.
2. School has a Family Support Worker who supports children and families at different levels. She is able to signpost families to access additional support.
3. School have a Forest School where all children have an opportunity to engage in "Wild Play".
4. There is a lunch time 'Drop in' for children to see the SENCO, ELSA and Family Support Worker where they have the opportunity to discuss and concerns.
5. Children in school are encouraged to engage in various after school activities provided by staff in school
6. Children in school have opportunities to have "a voice" within groups such as the School Council.
7. If required, an **Early Help Assessment** (EHA) could be offered. This is a way of gathering and sharing information about the strengths and needs of a child or young person so they can be supported to achieve their full potential. This could lead to support from:
  - Early Help Worker
  - Social Worker
  - Health Visitor
  - CYP Nurse (Children and Young Person)
  - Citizens Advice
  - GP
  - Daisy's Dream Bereavement Support
  - Sleep Clinic

## **9 How will my child be involved in the process and be able to contribute their views?**

1. Pupil questionnaires are carried out at least once per year.
2. Pupil interviews are conducted once per year regarding the support and intervention they receive.
3. Children with an EHCP are always included in their Annual Reviews.

## **10 How will the curriculum be matched to my child's needs?**

- The curriculum is taught through whole school themes and class teachers differentiate work to match the needs of all children.
- Reasonable adjustments are made through Quality First Teaching to ensure every child has access to the curriculum and learning is moved on. This can include visual prompts, writing frames, seating positions, success trackers.

## **11 What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?**

- SEND reviews take place throughout the year often as part of parents' consultations. Copies of reviewed IEPs and new IEPs written are given to parents.
- Parent's evenings takes place 3 times per year.
- A written report is produced each year.

If at any time you become concerned about the progress your child is making, please do not hesitate to contact the class teacher or the school SENDCo who will be happy to discuss this with you.

## **12 How does the school know how well my child is doing?**

- Assessments are continual within day-to-day teaching.
- Attainment and progress are formally recorded 3 times per year.
- Specialist assessments may be requested from outside agencies.
- IEP targets are reviewed 3 times per year as a minimum.

## **13 How will my child be included in activities outside the classroom including school trips?**

- School will endeavour to ensure that all children have equal access to extra-curricular clubs and activities.
- If concerns exist, a risk assessment will be carried out to ensure everyone remains safe. This would be shared with parents.

If at any time you are concerned about your child's inclusion in extra-curricular activities or school trips please in the first instance see the class teacher and then if appropriate arrange a discussion with the school SENDCo or the Headteacher.

#### **14 How accessible is the school environment? How accessible is the curriculum?**

The curriculum is taught in themes and is adapted as appropriate and in line with the SEND Code of Practice guidance.

We recognise the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. We are committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the School Community. Students will be taught these values and to respect others. In the provision of equal opportunities, we recognise and accept our responsibilities under the law and oppose discrimination on the basis of:

- *disability*
- *gender reassignment*
- *pregnancy and maternity*
- *race*
- *religion or belief (including lack of religion or belief)*
- *gender*
- *sexual orientation and (in the case of adult members of the School Community)*
- *marital or civil partnership status; and age.*

#### **15 How will the school prepare and support my child to join the school and to transfer to a new setting?**

- Transition for children with SEND will always be carefully planned and transition plans will be put in place.
- Transition at the end of Year 6 involves visits to the next school, a meeting with our SENCo, Year 6 teacher and the new school SENDCo to share information. Parents are invited to attend these meetings, where possible.

#### **16 How can I be involved in supporting my child?**

- By attending Parents' Consultations, you will be involved in setting your child's targets and how this can be achieved at home and at school will be noted. You will receive a copy of this information.
- The Family Support worker and SENDCo are able to signpost parents/carers and families to appropriate support outside of school if required.

#### **17 How can I access support for myself and my family?**

1. The SENDCo and Family Support Worker work closely together to ensure that appropriate networks of support are available to children and their families whatever the circumstances.
2. Appointments can be made to meet with the SENDCo and/or Family Support Worker as needed, and a multi-agency approach can be planned with families according to individual needs.

#### **18 Who can I contact for further information?**

- Class teacher
- SENDCo - Ms Sue Podolska
- Family Support Worker – Miss S Kalogeries
- Headteacher – Ms Stieve Butler

***To be reviewed August 2023***