

The following details our SEN Information Report

Meadows Primary School

School name	Meadows Primary School
Headteacher	Mrs Helen Procter
SENCo	Mrs Karyna Davies
Governor with responsibility for SEN	Mrs Carol Commins
Contact details: address	The Meadows Primary School Newcastle Road Madeley Heath Cheshire CW3 9JX
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Age range	4 - 11
Funding	Local Authority
	We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. • Well-staffed classrooms – at least one teacher and one support assistant (minimum 15 hours/week in each class.) • Small class sizes.

	<ul style="list-style-type: none"> • Quality of teaching and learning well monitored • Individualised targets for all children in writing and maths • Rigorous pupil tracking system, which ensures all children are monitored. • Professional dialogue about every child in school every half term ensures any difficulties are identified early and suitable provision put in place. • Detailed programme of reviews with parents and professionals: 2 parents' consultations a year with all parents; termly reviews for all children on the SEN register and comprehensive annual reviews for pupils with a statement. Parents' views are very important to us. • Children's views are very important: Pupil voice is collected termly to help to formulate Support Plans, Information is also gathered through school council and annual questionnaire to parents etc. • Currently, a team of support assistants to meet individual needs. • Behaviour is good, with clear rewards and sanctions. • A strict zero tolerance policy for bullying and regular anti bullying weeks. • Long established, acknowledged and celebrated Christian ethos of inclusion, equality and care.
How do we help a child with physical needs ?	<ul style="list-style-type: none"> • Disabled toilet available • Variable height tables and chairs available. • Specialist furniture is purchased as advised by the Physiotherapist team.
How do we help a child with speech and language needs ?	<ul style="list-style-type: none"> • High profile of Speaking and Listening across the school. • Time to Talk programme in Early Years and key stage 1. • Liaison with speech therapists to support learning needs.
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> • Suitable flooring throughout the classrooms and corridors • Liaison with Visual and hearing impairment specialists to support learning
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Access to specialist counselling e.g. bereavement • Staff ASD aware and use appropriate strategies to support children with ASD's learning. • Access to specialist support for children with ASD and their families. • Use of circle time. • Nurture Time. • Variety of after school clubs to promote self-esteem. • Open door policy with parents to discuss emotional needs of their children. • Access to CAMHS team. • Liaison with The Local Support Team.
How do we help a child who needs support with literacy ?	<ul style="list-style-type: none"> • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies. • Targeted ICT programmes • Variety of Intervention programmes
How do we help a child who needs support with numeracy ?	<ul style="list-style-type: none"> • Targeted ICT programmes • Variety of Intervention programmes
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school. • Team trained in first aid and paediatric first aid. • Support from a diabetic specialist nurse. • Staff have undergone asthma, diabetes and epi- pen training.

How do we help a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • Specialist support would be sought and the school will follow advice given. • Induction programme when children arrive at school
How do we support a child with complex and multiple needs ?	<ul style="list-style-type: none"> • Specialist support is sought and the school will follow advice given.
Which specialist services do we access beyond the school?	<p>We have current regular contact with the following services who give us support and advice:-</p> <ul style="list-style-type: none"> • Special Educational Needs Support Services (SENSS) • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapist • ASD service • CAMHS • Educational Welfare Officer • School nursing service • Behaviour support • HI/VI support services • Local Support Team • Strengthening Families
What are the responsibilities of School Governors for pupils with SEND?	<ul style="list-style-type: none"> • There is a SEN Governor who is responsible for monitoring the provision for children with special educational needs in school. • The SEN Governor will meet with the SENCO to talk through the progress that the children are making and reports back to the Governors. In these meetings all discussions and data is anonymous. • Governors look at data to ensure SEN children make progress that is at least as good as the rest of the children in the school. • The SENCO reports to the Governing Body. • A pupil premium report is issued detailing where pupil premium funding is allocated.
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Extra staff deployed for trips to meet the stringent requirements of our risk assessments • Newsletter about events in local authority sent to parents with SEN • Parents/carers consulted prior to trips for advice and guidance.
How do we prepare and support a child for joining school and transferring to secondary school ?	<ul style="list-style-type: none"> • Visits to pre-school placements by SENCO and other school staff • Home visits by EYFS teacher and SENCO. • Induction evening for new parents, lead by EYFS team and SENCO. • Allocation of a support assistant as soon as possible and introduction before child starts school. • Extended visits to Reception Class planned in summer term before starts. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information. • Additional transition visits to high school for pupils with additional needs. • Moving on program as part of transition to high school for pupils with additional needs.
How will we develop social skills throughout the school day, especially	<ul style="list-style-type: none"> • Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for children with a statement or an EHCP if appropriate • Small groups for eating inside or outside on sunny days

break times?	<ul style="list-style-type: none"> • Playground Buddies • Circle time • Children encouraged to organise lunchtime clubs for others to develop leadership skills.
How do we allocate resources ?	<ul style="list-style-type: none"> • One to one support given as specified in a child's statement of SEN/ IEP • Our school employs a support assistant for each class – time is allocated on an annual basis for individual/ small group work on IEP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs.(IEP) • Human resources allocated according to need/recommendations from outside agencies • Our school employs a TA with special responsibility for pupils with SEN.
How do we ensure all staff are well trained ?	<ul style="list-style-type: none"> • Regular training sessions for all support staff • Whole school training part of School Improvement Plan • Commitment to maintain levels of training • Programme of CPD, accessing both external agencies and in-school support.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Achievements of children with SEN are celebrated in newsletters, on the website and other public documents. • We have an open door policy for all parents – parents of children with SEN are encouraged to pop in with any concerns. • Parent Partnership advisor available and information in school on parent leaflet board.
What is the Local offer and where can I find it?	<ul style="list-style-type: none"> • Staffordshire Market Place http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page • Staffordshire Cares Web • http://Staffordshirecares.info/Home.aspx • To contact the Staffordshire Partnership Service Tel: 01785 356921 Email: sfps@staffordshire.gov.uk Facebook: Staffs Family Partnership Service Website: www.staffordshire.gov.uk/sfps

Thank you for taking the time to find out about our local offer at Meadows Primary School– please do not hesitate to contact us for any further details.

All schools are required by law to have a complaints policy. This policy should help resolve problems and provide a means for issues of concern to be raised and subsequently addressed. The full complaints policy and procedure can be found on the school website.