

School SEN detailed information

Reference number: 32-4762-9323 (submitted)

Basic Details

The school

School name*:

The Meadows Primary School, Madeley Heath, CW3 9JX (145098) 

Please contact us if your school does not appear in the list.

Your contact details

The email address you use here will be required to access this form at a later date (if you wish to save part way through or update information after submitting). Please ensure that you supply a valid email address. It is recommended that you use a general school email address rather than one directly attached to an individual. Data supplied in this section is not for public display.

Name of person completing this form

First name*:

Karyna

Last name*:

Davies

Role in school*:

SENCO

Email address*:

karyna.davies@meadows.set.org

Required to access this form after saving.

Phone number*:

01782750313

How we identify and assess needs

How will you know if my child or young person needs extra help?*

Ensure that you include:

- How do you identify children or young people with SEND?*
- After identification, what would your setting's first steps be?
- Does the setting/school/college have any programmes for early intervention/help?

Our Ethos/ Vision

At The Meadows Primary school we are committed to giving all our children every opportunity to achieve their full potential. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. "Learning through caring and sharing" is our school motto which we all commit to.

Definition of SEN and Disability (SEND) At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is „...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.?

Under the Children and Families' act 2014 young children with SEN (whose needs are at a high level and meet criteria) will be supported by a new single education, health and care plan (EHCP) from birth to 25 years. The local authority will be responsible for arranging admission to school. The authority will work with you as a parent/carer and seek your views in the provision best suited to your child. As a parent you have the right to express your preferences. The authority must consider your views carefully taking into account the child's special educational needs and provision required to meet them. There will be times when a place at your preferred school will not be provided. If this happens the authority will explain why and an alternative offer will be made.

Prior to your child starting school the SENCO will visit pre-school settings where appropriate.

Home visits will be carried out by EYFS teacher and SENCO where appropriate.

There is an induction evening for new parents, led by EYFS team and SENCO.

If a child has an EHCP, a support assistant will be allocated as soon as possible and introduced before a child starts school.

Extended visits to Reception Class are planned in summer term before the new cohort starts.

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions will be put in place as a pupil's response to such support can help to identify their needs.

How the school identifies if pupils need extra help and what parents should do if you think that your child may have special educational needs?

Care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies.

What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

Ensure that you include:

- How will I be able to raise any concerns I may have?

Parents/carers can speak to the class teacher about any concerns using the class emails.

Class1@meadowsprimary.shaw-education.org.uk

Class2@meadowsprimary.shaw-education.org.uk

Class3@meadowsprimary.shaw-education.org.uk

Class4@meadowsprimary.shaw-education.org.uk

Parents/carers can contact the SENCO – Mrs K Davies by telephone 01782 750313/ 01782498105 or by email

karyna.davies@meadowsprimary.shaw-education.org.uk

We hold termly parental consultation meetings and have an open door policy which enables parents to arrange meetings with staff throughout the school year.

Where can I find the setting/school's SEND policy and other related documents?*

All policies including SEND policy, SEND information report Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy can be

found in the policies section on our school website.

In addition to this there is information about the school ethos, school drivers and children's curriculum for all learners and how children with SEND access and are involved in a holistic well balanced school life.

SEND Policy and other related documents

Please provide links to your SEND Policy and any related documents in the area provided below.*

Documents to provide include SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy

[Assessment policy](#)

[Behaviour policy](#)

[Equality principals](#)

[Administrating medicines Policy](#)

[Admissions](#)

[Anti bullying Policy](#)

[Remote Education Policy](#)

[Educational Visits](#)

[Equality policy](#)

[Teaching and Learning Policy](#)

[Intimate Care Policy](#)

[Physical Restraint Policy](#)

[Marking and Feedback Policy](#)

[Home Learning Policy](#)

[Accessibility Plan](#)

[SEND policy](#)

Teaching, learning and support

How will you teach and support my child or young person with SEND?*

Ensure that you include:

- How will you support children and young people with SEND with or without an EHC plan?*

- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education? * Include examples of personalised intervention programmes and any external teaching and learning, eg outreach
- What additional learning support is available? *
- How will teaching approaches be modified to meet my child or young person's needs? *

The Meadows Primary School and Nursery will support your child's learning by providing:

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 teaching assistant (minimum 15 hours/week in each class.)

Small class sizes.

Quality of teaching and learning is thoroughly 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 SEND register and comprehensive annual reviews for pupils with an EHCP. 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 and pupils.

Currently, a team of support assistants to meet individual needs.

Behaviour is good, with a clear system of rewards, reflection and restorative justice through The Secrets of Success and Class DOJO.

A strict zero tolerance policy for bullying and regular anti bullying sessions in our PSHE curriculum.

How The Meadows Primary School and Nursery support a child with speech and language needs?

High profile of Speaking and Listening across the school

Liaison with speech therapists to support learning needs

A holistic approach to teaching children and one that incorporates support and collaboration with our SET family of schools including specialist provision.

How The Meadows Primary School and Nursery support a child with sensory impairment?

Suitable flooring throughout the classrooms and corridors

Liaison with Visual and hearing impairment specialists to support learning

How The Meadows Primary School and Nursery support a child who has social and emotional difficulties?
Red to Blue Strategy

Access to specialist counselling e.g. bereavement, Glow

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 and Action for Children team.

Liaison with The Local Support Team and Home Start through Early Help.

How The Meadows Primary School and Nursery support a child who needs support with literacy?

Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies.

Targeted ICT programmes such as Spelling Shed and 'Nessie'

Variety of Intervention programmes such as 'Toe By Toe' and 'Shine'

. Bespoke phonics support

How The Meadows Primary School and Nursery support a child who needs support with numeracy?

Targeted ICT programmes such as 'Third Space'

Variety of Intervention programmes such as 'Power of Two and Shine'

How The Meadows Primary School and Nursery support a child who has medical needs?

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 when needed.

Staff have undergone asthma, diabetes and epi- pen training.

How The Meadows Primary School and Nursery support a child who has English as an Additional Language (EAL)?

Specialist support would be sought and the school will follow advice given

Induction programme when children arrive at school

How The Meadows Primary School and Nursery support a child with complex and multiple needs?

Specialist support is sought and the school will follow advice given.

How will the curriculum and learning environment be matched to my child or young person's needs?*

Ensure that you include:

- What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning?* (This may include support from external agencies and/or equipment/facilities)
- What additional learning support is available?
- Who will oversee and plan the education programme?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- Where can I find information on the courses, qualifications and subjects that are available within the setting? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))

At The Meadows Primary School we tailor teaching to meet individual pupil's needs to enable all pupils to access the whole curriculum. This is done in a number of ways that all add to quality teaching.

Vertical accumulation of knowledge and skills

Teachers and teaching assistants provide scaffolding. All practitioners have a good understanding of individual pupil needs through formative assessment, prior learning, marking and feedback.

Teachers and teaching assistants can then provide enough support so that pupils can successfully complete tasks that they could not do independently but still challenge pupils enough to nudge their learning forward.

Support could be visual, verbal, or written.

Writing frames, partially completed examples, learning prompts and Key Vocabulary can all be useful.

Reminders of what equipment is needed for each lesson and classroom routines can be presented visually.

Practitioners model language to scaffold discussion of texts: promoting prediction, questioning, clarification and summarising.

Worked examples where the teacher models thought processes.

Visual aids and concrete examples.

Metacognitive approach help pupils make connections to prior learning.

Pre teaching of vocabulary

Flexible grouping within the classroom.

How resources are allocated to meet children or young people's needs?*

Ensure that you include:

- How is your budget for SEND allocated and managed (Budget figures not required) ?
- How would you secure additional funding for a pupil?
- How does your setting further meet need?

All mainstream schools receive money for special educational needs support and resources. Schools can decide how to spend this money. This is called delegated funding because it is given (delegated) to schools by local authorities or the Education Funding Agency from money they receive from central government. The SEN part of the school's income is sometimes called the "notional" SEN budget because it is not based on the school's actual numbers of pupils with special needs, but on a formula.

Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an Education, Health and Care plan. This does not mean that the school will spend £6,000 on every child with SEN. Sometimes schools use funds to help groups of children. Some children will need less help – and some children may need more.

If the child has a severe, complex and enduring special educational need, which is not appropriately met through additional school need resources, schools can apply for additional educational needs funding. This is aimed at pupils where additional cluster or high level need resources are required to overcome barriers to learning.

For children with SEND in Nursery, the SENCO can access the Inclusion Fund for 2, 3 and 4 year olds with special educational needs who are accessing their free entitlement. The funds are intended to enable local authorities to work with early years providers to meet the needs of individual children with SEN to support children's learning and development.

How is the decision made about what type and how much support my child or young person will receive?*

Ensure that you include:

- The decision-making process.
- Who will make the decision and on what basis?*
- Who else will be involved?
- How will the parent/carer be involved?*

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their needs.

How will equipment and facilities to support children and young people with SEND be secured?*

Ensure that you include:

- What resources are available?
- What is the process to secure these resources?

How The Meadows Primary School and Nursery's resources are allocated and matched to the children's special educational needs?

- Teachers prepare a time costed provision map at the beginning of each term.
- Our finances are monitored and audited regularly both internally and by the Shaw Education Trust.

How is the decision made about what type and how much support my child will receive?

- One to one support given as specified in a child's EHCP.
- The Meadows Primary School and Nursery employs a support assistant for each class – time is allocated for individual/ small group work on support plan individual targets
- All children regularly reviewed (at least once a term) and provision is matched to needs. (Support Plan)
- Human resources allocated according to need/recommendations from outside agencies

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
Early Help
Glow
VIP coaching
SEND and Inclusion Hub

How will you and I know how my child or young person is doing?*

Ensure that you include:

- How will you assess my child's progress?*
- How often will my child's progress be reviewed, and how will this be done?
- How will I know what progress they should be making?
- What opportunities will there be for me to discuss their progress with the staff, or to be involved in review processes?*
- How will you explain to me how learning is planned?
- What opportunities will there be for regular contact about things that have happened at the setting? (e.g. a home/school book)
- What measures do you take to assist communication with parents and carers with SEND?
- How we work with specialist services to support learning

In Early Years we use Tapestry to assess children in all areas of the curriculum using the Early Learning Goals and Development Matters. We observe children, engage in learning and identify next steps. We also use termly assessment to assess phonics, reading, and maths to inform teaching and learning and in early identification of SEND.

In Years 1-6, we will assess your child's progress formatively each lesson using our Success criteria to identify their next steps. Our summative assessments are termly standardised assessments at an appropriate level for your child. These assessments are used alongside teacher assessment base upon Chris Quigley's Essentials Curriculum using Depth of Learning. In order to track small steps of progress for some pupils we use Pebbles alongside The Essentials Curriculum. This helps us to best match provision to the needs of each child.

Parents are kept informed of their child's progress at least termly when support plans are reviewed during parental consultations. We have an

open door policy which allows parents to discuss their child's needs and progress throughout the term. Information about curriculum, expectations and interventions can be found on the school website.

School communicates regularly with parents in a number of ways including Parent Mail, Class email, Newsletters and when appropriate reading diaries and home school communication books. We are a very approachable staff and are always available to explain and assist parents with documentation.

We liaise regularly with outside agencies to develop support plans and plan interventions based upon their professional recommendations.

How will you help me to support their learning?*

Ensure that you include:

- How I can help support this at home?
- Do you offer any parent training?

Parents can help to support children's learning at home using guidance on the child's individual support plan. School offers workshops and written information on the website about learning, curriculum and how to implement home learning in phonics, reading and maths. Knowledge organisers are sent home so that parents can see what their child is learning and can support by pre cuing language and worked examples. Clear curriculum maps are put onto websites each term and how this is linked to prior learning and next steps.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?*

Ensure that you include:

- How will my child be kept up-to-date on their progress, and involved in review processes?*

Pupils use metacognitive strategies in every lesson across the curriculum to self identify their strengths and development points within their own learning. Self regulation is positively promoted through the use of Secrets of Success. Children are encouraged to reflect upon their own learning, thinking, emotions and behaviour. Some pupils require more support and scaffolding to use learning and emotional literacy. We also use Zumos to develop children's emotional literacy and sense of well being.

Pupil voice is gathered at least termly and is also an essential part of every lesson. Marking at the point of learning gives children immediate feedback and guidance and scaffolding to nudge learning forward.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?*

Ensure that you include:

- How does the setting measure outcomes and the impact of the support provided to children or young people with SEND?
- How will you involve parents and carers in this process?
- How will you involve children and young people in this process?
- Does the setting, school or college use feedback mechanisms or surveys?

Children are assessed termly using standardised assessments. Data analysis ensures that teachers can identify gaps in learning and match provision to the needs of each child. Data analysis focuses on progress and attainment. Interventions are planned, implemented and then children are assessed again at the end to ensure that provision is effective. Next steps are then planned. This feeds into the process of plan do review. parents are consulted and informed at least termly. Children are encouraged to reflect upon their own learning, thinking, emotions and behaviour. SET surveys children and pupils termly to gather views, evaluate and improve provision.

Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?*

Ensure that you include:

- What handover arrangements are offered at the start and end of the school day?
- What support is offered during breaks and lunchtimes?
- What happens during PE lessons, moving between buildings and on school trips?
- What are the settings arrangements for undertaking risk assessments?

Arrangements for the end of the day:

Children in Foundation Stage and KS 1 are dismissed to their parent/carer by a staff member who knows the parents. if anybody different than usual collects a child, they must notify school in advance.

Children with an additional need who requires support or supervision at handover time will be seen out to their parent/carer by a staff member.

There are additional lunch time and breaktime staff to support and supervise all pupils and they are made aware of any additional needs.

A child with an EHCP which specifies support at lunch time and breaktimes, movement around school, PE and school trips will be allocated a teaching assistant to support them at these times according to their needs and EHCP.

Some children will need an individual risk assessment for some activities throughout the school day. These are created in line with Shaw Education Trust by the SENCO, class teacher and Head.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?*

Ensure that you include:

- What pastoral arrangements are in place to listen to pupils/students with SEND?
- What measures are in place to prevent bullying?
- Where can I find details of policies on bullying?

- How do you help children and young people to make friends?
- Is a mentor or buddy scheme available for my child or young person?
- How do you encourage and measure the development of good self-esteem and confidence?
- Do you offer sibling support?
- Does the setting offer a counselling service or a learning mentor?

After educational research and discussions with colleagues in other schools, we have embraced Zumos as a part of our school's curriculum. Zumos is a leading online wellbeing system that is CAMHS kitemarked and was developed as part of the HeadStart project. The children develop emotional literacy and are able to scale their emotions daily. There is a worry box as part of Zumos and we also have a worry box which is monitored daily. We have children in school who have become Zumos champions to support others. Not only have we been using this great resource in school, but we also share it with families at home too. We really want to involve the whole family, as it is so important that such a growth mindset approach is reinforced both at home and school. The messages of discussing emotions, feelings and worries need to be reinforced at home too.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We expect that anyone who knows that bullying is happening is expected to tell the staff. We hold Anti-Bullying themed assemblies and the messages about Anti-Bullying form part of our school ethos and are talked about through class lessons and PHSE. We adopted the slogan 'See it, Get Help, Stop it'. The anti bullying policy can be found on the school website.

A positive behaviour system which promotes the Secrets of Success and uses the Dojo system encourages our children to develop a positive self esteem and children's personal development as well as academic progress is recognised and celebrated.

Red to Blue encourages children to acknowledge their own emotions and develop a positive mindset using a common language and resources throughout the school.

Children in year 6 can be chosen to be peer and behaviour mentors and school ambassadors to support other members of our school family. Staff also provide social interaction interventions for pupils who may need support in making and maintaining positive peer relationships.

In some circumstances siblings will work together with staff if it is felt to be beneficial for their social, emotional and mental health.

For children with additional social, emotional and mental health needs, referrals are made to outside agencies such as Action for Children, CAMHS and Emotional coaching.

We also use the online reporting tool My Voice as a line of anonymous communication within the school community. My Voice allows students and parents alike to report any issues or concerns they may be having, anonymously, through our website or by texting.

How will you manage my child or young person's medicine or personal care needs?*

Ensure that you include:

- How does the setting manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?
- What would the setting do in the case of a medical emergency?
- How does the setting support young people who have to take time off for medical appointments?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Members of the school personnel who have volunteered to administer or supervise the taking of medication will:

undertake appropriate training;

be up to date with the Individual Health Care Plans for those pupils with specific medical needs or emergency medication such as asthma inhalers or epipens;

be aware of Individual Health Care Plans and of symptoms which may require emergency action;

read and check the Medical Consent Forms before administering or supervising the taking of medicines;

check that the medication belongs to the named pupil;

check that the medication is within the expiry date;

inform the parent if the medication has reached its expiry date;

confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage;

record on the medication record all relevant details of when medication was given;

return medications to the secure cabinet for storage;

always take appropriate hygiene precautions;

record when a child refuses to take medication;

immediately inform the parent/carer of this refusal.

When administering intimate care It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self-esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times. Definition of intimate care is one of the following:

Supporting a pupil with dressing/undressing

Providing comfort or support for a distressed pupil

Assisting a pupil requiring medical care, who is not able to carry this out unaided

Cleaning a pupil who has soiled him/herself, has vomited or feels unwell

Assisting a child who has soiled herself due to menstruation

First aid is the immediate treatment necessary for preserving life and minimising the consequences of injury or illness until expert medical assistance can be obtained. First aid also includes the initial treatment of minor injuries, which will not need treatment by a medical practitioner. All staff at the meadows are First Aid trained. There are also staff who have a paediatric first aid qualification.

In the case of a medical emergency, first aid would be administered. If further medical help was needed, one member of staff would phone an ambulance, an additional member of staff would also stay with the child and another member of staff would phone the parent/carer. Action would be decisive and prompt. Medical records and care plans would be given to paramedics. All incidents are recorded.

Medical conditions are documented and are in each class room in the back of each medical and accident book. They are also kept in the office. For a child with a specific need, this information is kept in the office by the telephone. For all children with additional health needs a care plan is written and shared with parents and staff.

Children are encouraged to make medical appointments out of school hours, however if this is unavoidable children must attend their medical appointments and they would be given opportunity to review lost learning.

Any allergies are recorded and also in the back of each medical book. All staff are made aware of specific medical requirements and the kitchens and lunchtime staff are all notified.

What support is there for behaviour, avoiding exclusions and increasing attendance?*

Ensure that you include:

- Support from external agencies?
- A link to your behaviour policy.* (add links using the link options at the bottom of the page)

At The Meadows, we believe that children respond best to praise and encouragement. We try to find every opportunity to praise children when they are showing positive behaviour or are demonstrating one of the eight characteristics of a successful person such as to: work hard, push themselves, concentrate, try new things, imagine, understand others, improve, compete, stay safe and not give up (see above regarding 'The Secrets of Success'). Throughout the school we use an electronic system called 'Class Dojo', to promote these characteristics. Each child is provided with an avatar and is rewarded a 'dojo' when they demonstrate success. This may be given by a teacher as part of oral or written feedback. The children accrue dojos during the course of the term. This system is used to track behaviour – both positive and negative. It allows teachers and the Academy Council to scrutinise pupils' behaviour, identify trends and to support any learners displaying negative behaviour characteristics. Rewards Throughout the school, staff promote 'The Secrets of Success' at every opportunity, for example through:

- Positive verbal praise.
- The use of electronic rewards (Class Dojo).
- Rewarding individuals with stickers promoting 'The Secrets of Success'.
- School assemblies focusing on talking about or reinforcing 'The Secrets of Success'.
- One celebration assembly per week identify children in each class who have been 'successful' in the learning, demonstrating one of the eight secrets of success or producing WOW work. All names and example of work are displayed within school and on the school website. The classes are also ranked depending on who has highest average amount of dojos and which class has the highest attendance figure.
- Acts of kindness or outstanding behaviour are also identified by the school Ambassadors during celebration assemblies.

- Acknowledging all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in cups, certificates and other awards gained outside school.
- One assembly per term recognising those children who have accumulated the most amount of dojos per class. behaviour support

In addition to the school behaviour policy we liaise with outside agencies such as:

Educational Psychology

SEND inclusion hub to support with children at risk of exclusion.

Behaviour support

CAMHs

Advice is also sought from SET colleagues.

DSL s will open an Early help assessment and refer to relevant agencies.

Links to Behaviour policy and external agencies

Please provide a link to your Behaviour policy and links to relevant external agencies sites.

[Behaviour Policy](#)

How do you support children who are looked after by the local authority and have SEND?*

The responsibility for each looked after child's education, target setting, learning and teaching remains with The Meadows. However, it has been found that where another 'Virtual' School is able to keep an overview and support Looked After Children's education, as if they also belonged to that 'Virtual School' it has additional, positive benefits for their educational outcomes.

Staffordshire's Virtual School for Looked After Children provides support and challenge to schools, education providers, social work teams and other key partners in the form of staffing support, training and additional resources. They also provide information, advice and guidance (especially around Personal Educational Plans), as well as monitoring and tracking of individual educational outcomes and targets.

The Virtual School consists of the Headteacher, Education Co-ordinators, Education Transition Co-ordinators and Mentors, who together focus on improving the attainment and achievements of looked after children, improving attendance and reducing the number of exclusions.

The designated teacher for looked after children at The Meadows is Mrs Karyna Davies who also has the role of SENCO. Each child has a

personal education plan which is reviewed termly with The Local Authority and The Virtual School. For looked after children with SEND targets from the PEP and SEND support plan will be duplicated to avoid the child having too many targets and the focus being lost.

Working together

Who is involved in my child's education?*

Ensure that you include:

- Who will be working with my child/young person – include contact details*
- What is the role of my child's class teacher(s)?

The class teacher, TA and SENCO will be working with your child. If your child has an EHCP, they will also have a learning Support Assistant. Parents/carers can speak to the class teacher about any concerns using the class emails.

Class1@meadowsprimary.shaw-education.org.uk

Class2@meadowsprimary.shaw-education.org.uk

Class3@meadowsprimary.shaw-education.org.uk

Class4@meadowsprimary.shaw-education.org.uk

Parents/carers can contact the SENCO – Mrs K Davies by telephone 01782 750313/ 01782498105 or by email karyna.davies@meadows.set.org

Teachers respond to children's needs by:

Providing support for children who need additional help with communication, language and learning across the curriculum

Planning to develop children's understanding through the use of alternative resources such as visual prompts and sensory experiences.

Planning for children's full participation in learning, physical and practical activities including extra curricular activities.

Helping children to self regulate and manage their behaviour to enable them to take part in learning effectively and safely.

Providing support to individuals to manage their emotions, particularly trauma or stress to enable them to participate in school life.

Assess children to inform future planning to ensure individualised learning which matches the needs of the pupils.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?*

Information is shared with all staff using:

Provision maps

Support plans

Curriculum plans

A collaborated approach to data analysis and creating termly data dashboards identifying individual attainment, progress and needs. CPD needs are based upon the needs of the children presently at our school.

What expertise do you have in relation to SEND?*

Ensure that you include:

- What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?
- Does the setting have any areas of expertise with specialist staff, and what are their qualifications?
- What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?
- Does the setting have any formal accreditations, charter marks or awards?
- Does the setting provide disability awareness training?

Mrs Karyna Davies SENCO holds National SENCO award.

SENCO attends and contributes to SET SEND hubs termly and shares information with whole staff.

CPD for all staff has included Developmental co-ordination disorder (DCD) delivered by occupational therapist.

Regular updates re maths, reading and phonics teaching and learning.

Liaison with agencies eg dyslexia support, CAMHs, occupational health, Educational Psychology, SENNIS

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?*

Ensure that you include:

- How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?
- Which health or therapy services can children/young people access on the setting/school/college premises?

The SENCO liaises with outside agencies face to face, online and through discussion and more formal reports. Information is gathered and shared in collaboration with the class teacher and parents.

Children can access support from outside agencies within the school day at school from agencies including Speech and language, occupational health, emotional coach, educational psychologist and SENISS

Who would be my first point of contact if I want to discuss something?*

Ensure that you include:

- Who can I talk to if I am worried and how do I contact them?

Parents/carers can speak to the class teacher about any concerns using the class emails.

Class1@meadowsprimary.shaw-education.org.uk

Class2@meadowsprimary.shaw-education.org.uk

Class3@meadowsprimary.shaw-education.org.uk

Class4@meadowsprimary.shaw-education.org.uk

Parents/carers can contact the SENCO – Mrs K Davies by telephone 01782 750313/ 01782498105 or by email karyna.davies@meadows.set.org

We hold termly parental consultation meetings and have an open door policy which enables parents to arrange meetings with staff throughout the school year.

Children and parents can also communicate any worries or concerns via Zumos.

Whisper allows students and parents alike to report any issues or concerns they may be having, anonymously, through our website or by texting. You do not need an email address to use Whisper. However, while you are free to use this system anonymously, if you personally need help, we suggest placing a name within the message box. We will treat this information in the strictest of confidences. The school will be able to actively respond to any reports and offer the correct guidance and support where needed.

Who is the SEN Coordinator and how can I contact them?*

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

Parents/carers can contact the SENCO – Mrs K Davies by telephone 01782 750313/ 01782498105 or by email karyna.davies@meadows.set.org

What roles do your governors have and what does the SEN governor do?*

Note: must include information around looked after children

The role of an Academy Council is an important one. It is to provide focused governance for the Academy at a local level and it is the intention of the Shaw Education Trust Board to ensure that the responsibility to govern the Academy is vested in those closest to the impact of decision-making. The Academy Council monitors the Academy's key performance indicators and acts as a critical friend to the Principal and the Academy's senior leadership team, providing challenge where appropriate.

The Academy Councils carry out their functions in relation to their respective Academy on behalf of the Shaw Education Trust Board and in accordance with policies determined by the Trust Board. The act of delegation from the Shaw Education Trust Board to the Academy Council is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

Our SEND academy councillor is Emma Bousted, SENCO and Looked after child designated teacher at Madeley School which is part of SET. .
The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Mrs Bousted is invited and attends relevant SEND meetings.

How will my child or young person be supported to have a voice in the setting?*

Ensure that you include:

- How will my child/young person be able to contribute his or her views?
- How will the setting support my child/young person to do this?
- How do you support children and young people with SEND/LDD in making their aspirations known?
- Do you have any student focus groups, councils or forums within the setting?

Pupils can contribute their views through everyday self assessment outlined in the marking policy. Pupil voice surveys are regularly carried out by subject leaders and the SENCO and always include children with SEND.

Support circles, EHCP reviews are held in which a number of professionals are present to pan support and the child is invited to part of the meeting to express their feelings and views.

Children are involved in the termly support plan review process. Depending on the age and additional needs of the child, this can be scaled using emojis, and visual prompts.

What opportunities are there for parents to become involved in the setting and/or to become governors?*

Parents are able to volunteer to help in school on a regular basis or are invited in to talk about a topic that is relevant to the children's learning. This is an excellent way to involve parents and carers and provide culture capital to our children. The school operates safe recruitment and selection practices as outlined in SET policies and KCSiE 2021 Part Three.

The Academy Council has a parent academy councillor to ensure that all stake holders are represented. Parents nominate themselves. SET will then approve a parent academy councillor. If there are more than one suitable nominees, it will be decided by a parental voting system.

Parent working parties are set up to contribute to projects in school.

What help and support is available for my family through the setting?*

Ensure that you include:

- Do you offer help with completing forms and paperwork or travel plans?
- Who normally provides this help and how can they access this?

Help and support is offered to the whole family as we take a holistic approach to the welfare and education of our pupils. For families who need additional support, Early Help is offered. Pastoral support is strong through Early Help and also through day to day communications.

The office manager is designated to support families in completing administration forms. The SENCO can support families in completing referral forms and requests for further information. All staff are approachable and would support families in the day to day communications or would sign post families to the appropriate designated member of staff.

Inclusion and accessibility

How will my child or young person be included in activities outside the classroom, including trips?*

Ensure that you include:

- What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?
- Do you offer holiday and/or before and after school/college provision? If yes, please give details
- What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How will you help my child or young person to be included?
- How do you involve parent carers in planning activities and trips?

A variety of extra curricular clubs are run by school staff throughout each week. These are very varied and all pupils are welcome to join clubs of their choice. Attendance of clubs is monitored to ensure there is uptake from all groups of pupils within the school.

In addition to this, all year groups are offered a sports club after school in our setting free of charge to parents and carers from ASM. This is fully inclusive and as it is the same coach who teaches PE throughout the school, this provides consistency and good knowledge of pupil needs. The coach is aware of relevant care plans and additional individual risk assessments..

Wraparound care is offered and is fully inclusive. Staff are aware of relevant care plans and additional individual risk assessments.

School trips are fully inclusive and individual risk assessments will be carried out. For pupils with additional needs, parents are consulted and will be part of the risk assessment and care plan process. This includes trips which are residential. Reasonable adjustments are made to ensure all pupils access a broad and balanced curriculum.

Provide details of the physical accessibility of the setting?*

Provide details of the following (this question relates to options available on the search form)

- Wheelchair accessibility of the setting.
- Details regarding accessible toilets and changing facilities
- Facilities for parking (including drop off/ pick up points and student parking where applicable)

Meadows Primary School has been in its current location since the late 1800s. The original Victorian single storey building houses 2 classrooms. A 1990s extension houses 2 classrooms, and toilets. An accessible toilet is available. Access for the children to the school is via several steps. The main entrance to the School has level access however the majority of points of access from the main building contain steps. At present we have no wheelchair dependent pupils, parents or members of staff. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Reasonable adjustments are made to ensure that all children are always permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The Early Years Unit is on a different site and is suitable for wheel chair use, has an accessible toilet and changing facilities for the young children.

How accessible is the setting's environment?*

Ensure that you include:

- How has the environment been adapted to support children with sensory needs?
- How are SEND students supported to access those facilities available to all students?

Meadows Primary School has been in its current location since the late 1800s. The original Victorian single storey building houses 2 classrooms. A 1990s extension houses 2 classrooms, and toilets. An accessible toilet is available. Access for the children to the school is via several steps. The main entrance to the school has level access however the majority of points of access from the main building contain steps. At present we have no wheelchair dependent pupils, parents or members of staff. The Early Years Unit is on a different site and is suitable for wheel chair use and is fully accessible.

To support pupils with sensory needs, school will liaise with visual and hearing impairment specialists to support learning. Pupils with a hearing impairment will be supported with the use of their hearing aids within the classroom and staff are trained. Pupils with a visual impairment will be given resources such as larger print, different layout on the page and colour contrast etc. All pupils with additional sensory needs will be allowed to choose with guidance from staff and support services where to sit to enable them to best access their learning.

Links to accessibility Plan

Where available, please provide a link to your accessibility plan

[Accessibility Plan](#)

What forms of communication does the setting use to ensure inclusivity?*

Ensure that you include:

- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

For families whose first language is not English, staff will support them individually with daily communications checking to ensure that they have received and understand the everyday routines of school life.

The office manager is designated to support families in completing administration forms. The SENCO can support families in completing referral forms and requests for further information. All staff are approachable and would support families in the day to day communications or would sign post families to the appropriate designated member of staff.

Joining and moving on

Who should I contact about my child or young person joining your setting?*

Ensure that you include (add links using the link options at the bottom of the page):

- Where can I find information on entry criteria? (colleges/post 16)
- Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)

If you would like your child to join The Meadows, you can contact the school office at office@meadowsprimary.shaw-education.org.uk

Information including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice can be found on the school website.

Links to information

Please provide links to pages in your website or external sites where the parent can obtain this information.

Admissions

How can parents arrange a visit to your setting?*

Ensure that you include:

- What is involved?
- Do you offer Open Days?

To arrange a visit to The Meadows please contact the school office at office@meadowsprimary.set.org

In the term before your child starts Nursery or Reception, they will be invited for stay and play sessions where they will be able to meet staff and their peers and familiarise themselves with their new setting.

Visits for older children who are joining from another setting are offered to meet their new teacher, see the school and meet their peers. Parents are always welcome to arrange a visit with the office manager.

For pupils with additional needs individual transition plans will be written as required.

The Early Years Unit also offer open days termly so the parents and carers can see the provision before applying for their child's place at the school.

How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)*

Ensure that you include (as applies to your setting):

- What preparation will there be before my child or young person joins you?
- Will you liaise with the child or young person's previous education setting to share information?
- How will he or she be prepared to move onto the next stage?
- What information will be provided to his or her new setting, school, or college?
- How will you support the new setting, school, or college to prepare for my child or young person?
- What work experience opportunities do you offer?
- Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?
- Do you teach life skills and/or independent travel training?
- How will you support independent living and participating in society?
- Do you use job coaches or careers advisors?

When joining The Meadows Early Years, parents will be invited to attend a New Intake evening. On this evening parents and carers will be offered a home visit. This is an invaluable time for staff and families to get to know each other and share information about the child. The Reception teacher and Nursery Manager will also contact the child's prior setting to share information to ensure a smooth transition and prepare for their next steps in their learning journey.

Transition from EYFS to Key Stage 1

Children have a sense of belonging to The Meadows Primary School which is achieved through the same branding, logos and similar but differentiated resources such as Zumos, Secrets of Success and DOJo Reading Dogs, Phonics displays, Thinking Hats, Power Maths etc. EYFS and primary staff deliver sessions such as assemblies on both sites and use Teams to ensure the sense of one big school family. For children moving on to Key Stage 1, regular visits to year 1 are planned.

Assessment data will be reported to KS1 staff, Tapestry Journals will be shared in the Summer term along with concerns, strengths and actions. Support plans will be shared and reviewed by EYFS and Key Stage 1 together at the end of the Summer term. The current and the next class teacher will attend EHCP reviews as they enter a new class.

When our children move on to secondary provision, staff from both schools will attend EHCP reviews where appropriate. Assessment data, support plans and relevant information will be passed onto the next setting. For pupils with SEND extra transition will be planned for the Summer term.

Additional information

What other support services are there who might help me and my family?*

Ensure that you include (add links using the link options at the bottom of the page):

- Who can I contact for further information and how? (SENDIASS etc.)

SENDIASS provides an impartial and confidential service on matters relating to a child or young person's special educational needs or disability from birth to 25 years. They are the Information, Advice and Support Service for Staffordshire.

Links to other support

Please provide links to relevant websites which contain additional support information.

[SENDIASS website](#)

When was the above information updated, and when will it be reviewed?*

NOTE: Must be updated annually. Include last updated date in long form (to avoid any confusion)

This information was updated on 5/9/2023 and will be reviewed annually.

What can I do if I am not happy with a decision or what is happening?*

Ensure that you include:

- How can parents give feedback to the setting?
- What is the setting complaints policy?*

If parents are not happy with a decision, they can speak to school staff or email school. If parents are still not happy, the complaints policy is available on the school website.

Links to complaints policy

Where available, please provide a link to your settings complaints policy.

[Complaints and Compliments policy](#)

Links to any other relevant sites

Please provide any links to any other pages in your website or any external site which you feel may be beneficial to the parent when making their school choice.

No links provided

Confirmation and Declaration

Please ensure that you have completed the form fully. Click on the 'Submit' button at the bottom of the page to submit this form. Once submitted you cannot alter any of the details on the page.

- I confirm that all details provided are accurate to the best of my knowledge. I have checked the form and provided all relevant information