

# Meadowdale Primary School

(updated October 2021)



## Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Meadowdale Primary School
Address:	Meadowdale Road, Market Harborough Leicestershire LE16 7XQ
Telephone Number:	01858 465479
Name of Head teacher/Principal:	Liz Martin
Head teacher/Principal's contact details:	emartin@mdw.learnat.uk
Website address:	<a href="http://www.meadowdale.info/">http://www.meadowdale.info/</a>
Age Range of students (start and finish) to include Post 14 onwards where relevant):	Primary 4-11 years
Date of Last Inspection:	October 2014
Outcome of last inspection:	Good

Meadowdale Primary school does not have a specialist designated unit/additional learning support department.

Total number of students with special educational needs and disabilities at Meadowdale Primary School (September 2021) :	35
Total number of students receiving additional funding:	14

## 1. The kinds of special educational needs for which provision is made at Meadowdale Primary School.



We are an inclusive, mainstream primary school which makes provision for a wide range of children with special educational needs and disabilities. The school site is all on one level so there is ease of access for children and adults in wheelchairs or with mobility difficulties.

We currently have children at our school with hearing impairment, cerebral palsy, downs syndrome, autistic spectrum disorders, dyslexia, speech, language and communication difficulties, ADHD as well as specific learning difficulties in literacy or numeracy.

Please use this link to access our school prospectus –  
<http://www.meadowdale.info/node/323>

### **The name of and contact details of SEN coordinator –**

SENDSCO – Mrs. Kerr

01858 465479

[office@mdw.learnat.uk](mailto:office@mdw.learnat.uk)

## 2. Information about policies for the identification and assessment of pupils with special educational needs at Meadowdale Primary School.

On our website we have our Special Educational Needs and Disabilities policy, it states that: -

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils.

The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations.

Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCO. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record at 'SEND Support'.

### **3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans:**

(a) How Meadowdale Primary School evaluates the effectiveness of its provision for such pupils.

All teachers have high expectations for all pupils and are responsible for ensuring that children with special educational needs or disabilities (SEND) make good progress.

Teachers have termly meetings to discuss the progress of children with SEND and review the effectiveness of provision.

The Special Needs Coordinator monitors progress, through looking at progress made, reviewing targets set, looking at children's work and discussions with class teachers, pupils and parents to ensure the effectiveness of provision.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs at Meadowdale Primary School.

We have a range of assessment materials to support teachers and the SENDCO to assess children and review progress. This is addition to the usual tools available for teachers to make assessments in the classroom.

List of assessment materials available in school

- WRIT 4 (Wide Range Intelligence Test)
- Dyslexia screening tool
- CTOPP 2013 (Comprehensive Test of Phonological Processing)
- PhAB (Phonological Assessment Battery)
- DRA (Diagnostic Reading Test)
- SWRT (Single Word Reading Test)
- Wordchains Test
- BPVS (British Picture Vocabulary Scale)
- Graded Word Spelling Test (Vernon)
- Small Stepped Tracker (Phonic Skills for Reading and Spelling)
- Numicon assessment materials (maths)
- Boxall Profile
- SDQ (strengths and difficulty questionnaire)
- Talkabout assessment Tool
- SCARED (screen for anxiety related disorders)

(c) Meadowdale Primary School's approach to teaching pupils with special educational needs, and providing additional support when required.

Children have access to good quality teaching in the classroom and we have well trained learning support assistants who support children within the classroom environment. If it is agreed that a child would benefit from a 1:1 or small group intervention, then we are able to use 'The Den'. This is a quiet space that has been specifically designed for children with SEND. Mrs. Gee often works with pupils on a 1:1 or small group basis and we have a range of resources that are used to support children with specific learning difficulties.



The Den



Mrs Kerr's room

Mrs Kerr's room is used for 1:1 therapy. It is also a place where children can come whenever they feel they need someone to talk to. Many children find this helpful at breaks and lunchtimes.

We also have another 'nurture group' style provision called Pear Tree Class. This is where children who need additional and different classroom support have some of their lessons.



**Pear Tree Class**

(d) How Meadowdale Primary School will adapt the curriculum and learning environment for pupils with special educational needs.

We will make any reasonable adjustments required to ensure that all children can access the curriculum. All staff have been trained in the principles of dyslexia friendly learning environments and how to make the learning environment accessible and comfortable for children with ADHD and/or autistic spectrum disorders.

(e) Support that is available for improving the emotional and social development of pupils with special educational needs.

We have several members of staff who are able to run social communication groups. One member of staff is able to offer bereavement counselling. We also provide nurture activities at lunch time for children who find being in the playground challenging.

We offer targeted groups that help children with anxiety. We also have Mrs Kerr who is a qualified Arts Therapist who runs one to one and group sessions where appropriate.

All children take part in 'R' time activities which are designed to develop social skills and our PSHE curriculum focusses on social skills and the emotional aspects of learning.

#### **4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**



**Mrs Kerr (SENDCO) Mrs. Martin Headteacher and Mrs. Sarah Gee (SEN teaching assistant)**

Jo Kerr is a qualified teacher and has passed the National Award for SENDCO in 2018. Mrs Kerr is a qualified Arts Psychotherapist registered with the Health Care Professions Council (HCPC) She also trained to offer family support. She is supported by Liz Martin who is the Headteacher and previous SENDCO. Mrs Martin is also a specialist teacher trained to assess the needs of pupils with specific learning difficulties in literacy.

As a school we have also invested in training to enable Mrs. Kerr and other staff members to develop their knowledge of a range of different special educational needs.

Mrs. Sarah Gee has completed training which enables her to deliver different literacy interventions. She has also been awarded SEN teaching Assistant (level 3).

We have strong links with organizations such as Leicestershire Specialist Teaching Services, ADHD Solutions and a Specialist Teacher in Autism who all provide training opportunities.

Mrs. Kerr also attends local and county wide SENDCO network meeting in order to keep informed about changes within the world of SEN.

All staff have been trained in the principles of a dyslexia friendly learning environment. We have had whole school training about ADHD and Autism.

## **5. How will equipment and facilities to support children and young people with special educational needs be secured.**

Interventions used at Meadowdale:

- FFT Wave 3 Reading and Writing programme
- Precision teaching
- Number stars
- Numicon
- Nessy
- Gaps in Maths Materials
- Accelerated Acceleratewrite
- Start Write, Stay Right
- Social communication group
- Personalised interventions
- Talkabout
- Starving the anxiety Gremlin
- Dramatherapy

## **6. Meadowdale Primary School's arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

At Meadowdale we have an 'open door' policy and parents are always welcome to come in to discuss their child's needs at any point. Extra parent's evening slots are available for parents whose children have special educational needs and disabilities.

Parents are involved in the review process and are given copies of all paperwork. Parents are also involved in creating the 'one page profile' for their child where it is needed.

## **7. Meadowdale Primary School's arrangements for consulting young people with special educational needs about, and involving them in, their education.**

We encourage children to be involved with their education and support at every stage.

Children are involved in the review process and are able to give their thoughts about their progress, strengths and weaknesses.

Children have the opportunity to speak with an adult they have a relationship with prior to any meetings so that they can organize their thoughts.

Children are involved in creating their 'one page profiles' where needed.

**8. Arrangements made by the governing body at Meadowdale Primary School relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

**School Complaints Procedure**

It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. To this end all staff and governors are aware of the procedure to be followed if a complaint is raised. Also, whilst not wishing to encourage complaints, complainants should note that they have a duty to raise a matter as soon as conveniently possible. It can then be investigated more effectively whilst information is fresh in the minds of all parties.

The school operates a 4 stage complaints procedure –

***Stage 1: Complaint heard by staff member***

***Stage 2: Complaint heard by the head teacher***

***Stage 3: Complaint heard by the chair of governors***

***Stage 4: Complaint heard by the governing body Complaints Appeal Panel***

Please see the full complaints policy for further information, which is available on the school website.

**9. How the governing body at Meadowdale Primary School involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

**Examples of specialist agencies used by and that are available to be used by the school**

- Educational psychologist (Anne Matthews)
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Paediatricians

- ADHD solutions
- Specialist teacher for children with autism
- Behaviour forum at Oakfield Short Stay School
- ICT assessment service for assistive and augmented communications
- Vision Support
- Hearing Specialists

## **10. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

The following link will take you to the **Leicestershire Local Offer** –

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

### **Educational Psychology Service –**

Partners In Psychology

### **SENDIASS**

Telephone No: 0116 257 5027

Website; [www.sendiassleicester.org.uk](http://www.sendiassleicester.org.uk)

### **Social care (supporting families)**

<https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families>

### **Special Needs Jungle ( parent led information and resources)**

<https://www.specialneedsjungle.com/>

**Search for ‘Meadowdale Superheroes’ on Facebook to find our parent support group.**

## **11. The arrangements for supporting pupils with special educational needs in transferring between phases of education.**

We have a very close relationship the KS3 and 4 schools in the town and meet with the SEN departments to discuss the individual needs of pupils with special educational needs.

We arrange additional visits to a pupil's new school and members of staff from the new school come to work with children here so that relationships can start to be formed.

SENDCO at Welland Park Academy is Sarah Kenning. Contact details – 01858 464795

SENCO: Robert Smyth: Tel: 01858 440770

SENDCO The Kibworth School. Mr David Briggs Headteacher . 0116 2792485

## **12. Information on Meadowdale Primary School's contribution to the publication of the local authority's local offer.**

There is a link to this document on Leicestershire's Local Offer page –

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

This information has been written in line with the guidance given by the local authority.

