



Meadowhead Community Infant School and Nursery

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

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Introduction

At Meadowhead Infant School we are committed to welcoming all who wish to attend our school and providing every child with the opportunity to achieve their best, regardless of the barriers they may face. We respect the unique contribution, which every individual can make to our school community. 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. Inclusion is central to our school curriculum and we believe that every child should have access to the full school curriculum, regardless of the barriers they face. Through differentiation and adaptation across the curriculum, teachers plan mindfully to match and maximise the opportunities we are able to offer each child to reach their full academic, emotional and social potential. To ensure equal opportunities in our school curriculum, we focus on the early identification of learning needs. We have a series of procedures we follow to ensure the early identification of Special Educational Needs or Disabilities and how to support these.

What SEND support can we provide your child?

At Meadowhead Infant School we support children who have a wide range of needs and barriers to learning. This includes Autism, Attention Deficit Hypersensitivity Disorder (ADHD), Dyspraxia, Dyslexia, Speech & Language needs, Hearing Impairments, Visual Impairments, Physical Disabilities and Social & Emotional Needs. Whilst we are not experts in each area, we will always endeavour to support the child in the best possible way and with the best resources available. This will often include liaising with more experienced external professionals.

At Meadowhead Infants we provide SEN support under the four areas of need as stated in the Code of Practice. These include:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate adaptations.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs - some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided.

What additional support can Blackburn with Darwen Local Authority provide my child?

Blackburn with Darwen Local Authority provides support in school through:

- Early Years Team – Advisory Teachers and Specialist SEN Practitioners (SSP)
- Educational Psychology Service
- SEND Support Service teams - Specific Learning Difficulties (SpLD) (Literacy and Numeracy) Autism Spectrum, Developmental Language Disorder (DLD), Social, Emotional and Mental Health (SEMH), Complex Needs, Visual Impairment, Hearing impairment, Physical Development (PD)
- Family support workers
- Parent Partnership.

Our Local NHS also provides a wide range of support through:

- School Nursing team
- Community paediatricians
- Child and Adolescent Mental Health Service (ELCAS)
- Physiotherapists
- Occupational therapy
- Dieticians

How do we identify children with special educational needs?

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Please read our SEND Policy to see the process we follow in school to identify children with additional learning needs. This forms the first part of our graduated approach to supporting children with additional needs. After identification we begin the Assess-Plan-Do-Review cycle to support the child.

How is the decision made about how much support your child will receive?

The class teacher is responsible for determining the level of support and allocating time for your child to meet their targets. This is overseen by the SENCO. Additional support and provision is provided in-line with our graduated response framework.

After the additional support has been monitored and all parties involved feel that higher levels of support or funding may be beneficial, then an Education, Health and Care Plan (EHC Plan) will be initiated with the child, parents and all other professionals involved.

Following the application, the Local Authority Service conducts a statutory assessment of your child's individual needs, with the information submitted to them from the professionals currently supporting your child. A 'Panel of Professionals' will assess whether your child's needs are complex enough to indicate a statutory assessment. If the panel deems that your child does not meet the criteria, then the school will continue to provide the level of support to aid your child. If successful, reports will be written by all the professionals involved, including parents, and a decision is made as to whether your child's needs are severe, complex and lifelong.

Following this an Education Health Care plan will be written outlining the end of key stage outcomes for your child, the amount of funding the school will receive from the LA and also strategies that must be put in place in the educational setting. The EHCP is a legal document and all agencies are held accountable to meeting the needs of your child. Your child's EHC Plan will be reviewed annually with the family and all professionals involved to discuss the progress made, set new targets and review the support in place.

How does additional funding work?

Schools receive funding for all SEND pupils and provide what pupils need from this (including equipment). If a pupil's Educational Health Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan. We monitor and review our provision which allows us to monitor spending, track interventions and provision and review their effectiveness.

How do we involve the child pupil and their parents/carers in identifying and supporting their additional needs?

At Meadowhead Infant School we are child and family centered. We endeavour to work in partnership with both parents and the children to identify needs, plan and deliver support for all children at our school. As identified earlier in this document, when we assess SEND it is essential that a holistic approach is used to capture the needs and behaviours of the child in a range of different environments. At the initial stage, a meeting is arranged with the class teacher, SENCo and parents to discuss the behaviours inside and outside of school. Where appropriate, we will develop an individual learning plan (sometimes referred to as an ILP) with pupils and parents/carers to identify where support is needed.

- Throughout the year there are 2 parents' evenings and there is an end of year report to parents.
- Children with EHC plans will at least have one annual review.
- Parents may be invited into school to discuss their child's progress at any time.
- Children in year 2 will have a transition package to aid movement to their new school. All children with SEN, or vulnerable children are involved, alongside parents, in planning the transition package.
- Parents are invited to liaise with outside agencies e. g Educational Psychologists, Speech and Language Therapist etc

How do we assess pupil progress towards the outcomes we have for targeted pupils? How do we review this progress so that pupils make good progress?

- We use ILPs to document the needs alongside the termly learning objectives, provision and assessments of each child on the SEND register.
- Every ILP is reviewed, as part of our graduated approach, every term with parents and teachers.
- The SENCO observes SEND children within their class to monitor progress against targets and evaluate suitability of provision.
- Individual targets, as documented on ILPs, and the provision to accomplish them are tracked by the SENDCo at a termly SEND pupil progress meeting with every teacher.
- We have regular involvement from the Educational Psychologist
- For children with an Education, Health and Care Plan (EHCP) an additional yearly review will take place with parents, the teacher and SENDCo to assess the provision and progress of the child.
- We have Parents Evenings twice a year where the progress of each child is reviewed with the class teacher and parents.
- Children who have been identified as having additional needs will have more regular meetings with parents to discuss the progress they are making and the support they are receiving, these are known as SEN review meetings. Sometimes we may feel that it is appropriate to invite other professionals to these meetings too.
- Pupil progress meetings are held regularly in each key stage team where the progress of all children is discussed with the key stage leader.

How will the school prepare and support your child when transferring to a new school?

As an infant school with a nursery class, we are aware that there are a number of transitions that your child has to go through whilst they are with us. Initially we will arrange children to attend a number of introductory events at our school, prior to starting in nursery and/or reception. These will include activity days where the child can meet their class teacher and other children who will be starting school

at the same time. Alongside this, our Early Years team (and SENDCo if necessary) will meet you and your child at home, prior to starting school.

We also have excellent relationships with other schools in our area. We work especially close with Meadowhead Junior School and your child will have the opportunity to visit their new school and meet their class teacher on many occasions before the transition to KS2. We will ensure that all the relevant information about your child's needs is discussed at a transition meeting and all the appropriate records are forwarded to the new school.

How is the curriculum at Meadowhead Infant School adapted to meet the needs of children with SEND?

All staff at Meadowhead Infant School are trained and committed to adapting the delivery of the curriculum to make it accessible (or more challenging) so that every child is able to learn at their level. All our staff are trained in a variety of approaches which means they are able to adapt teaching methods to a range of SEN. Staff regularly participate in training from a range of services to help further develop our knowledge and skills in a range of areas.

Below is a selection of methods we use to individually adapt to learning barriers and scaffold learning to support independence:

- Personalised visual timetables for children
- Bespoke behaviour plans
- Now and Next activities
- Practical materials to support learning
- Practical activities which focus on developing motor skills and sensory needs
- Quiet workstations in classrooms
- Use of specialist technology and equipment, where appropriate
- All school trips are inclusive and accessible to all children in our school

How are adaptations made to the learning environment to support children with SEND?

The school is fully accessible for disabled pupils and their parents. The school is fully wheelchair accessible and we have a lift installed where there is a short flight of stairs. We have a wet room within school with disabled facilities and changing facilities. There is also a designated disabled parking space in the car park. The needs of the pupils will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. In addition, the edges of all external steps have been outlined with yellow paint to support the vision of users.

- All classrooms have a 'quiet area' to support learning and those with individual sensory needs.
- Every classroom has access to sensory equipment to support the children.
- Visual timetables to structure the school day for all learners.
- All trays and resources are clearly labelled with words and pictures to support accessibility and independence.
- Extra -curricular activities are adapted by the leading member of staff to enable all the children to participate.

What is the expertise of staff that will support children with SEND? How is this training provided?

The professional development of all our staff is an on-going process. We regularly complete an audit of staff CPD and ensure we are meeting the specific needs of all children. The SENCO organises training on a needs basis in liaison members of staff across the school. Members of staff in school are trained in the following areas:

ASD support	Visual Perception
Speech and Language interventions	Sensory regulation and support
Makaton	Attachment and Behaviour
Phonics Keep-up	Wellcomm
Nurture Groups	Asthma Tier 1
Body Awareness	Tac Pac
Motor Skills	Curiosity Programme
Attention Autism	Maths interventions

We have continual support from advisory teachers through Blackburn with Darwen’s SEND Support Service who support staff in helping individual children with a variety of needs.

How do we support your child’s emotional and social development?

The well-being of all children is central to the ethos of our school. Our open-door policy and proactive approach to dealing with any concerns or issues that your child is facing, enables Meadowhead Infant School to provide a happy, safe and caring environment. The emotional wellbeing of all children is extremely important to us and our Pupil Well-Being Co-ordinator, Kerry Crossley is here to provide help and support to parents and children. All children are given opportunities to talk and give their views and opinions on issues that are concern them.

If your child has a medical need then a care plan will be prepared by the school nurse in consultation with you and any other appropriate medical practitioners. All of our staff are trained in basic first aid and some in paediatric first aid.

Who do I contact if I have any issues or concerns?

We encourage you to meet with your child’s class teacher if you have any concerns regarding your child’s learning and educational needs. We advise that you do not wait until a Parents Evening, as we would like to be proactive in addressing SEND needs. If you perceive the issue to be unresolved, then you can book an appointment with the Headteacher or SENDCo depending on the nature of the concern. If you continue to feel that your matter has not been addressed then you can follow the procedures outlined in our complaints policy, which is on our school website