

Meadowhead Junior School SEND Information Report



Welcome to our SEND information report which is part of the Blackburn with Darwen Local Offer for learners with Special Educational Needs (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEND.

What is the Local Offer? The Children and Families Bill came into effect in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area. The Blackburn with Darwen Local Offer, including details of all LA maintained schools, can be found at: www.bwd-localoffer.org.uk or follow the link from our school website: www.meadowheadjuniors.co.uk Under the new regulations, schools have a duty to publish SEND Information on their website which is reviewed annually. The SEND Information Report explains how we implement our SEND policy, which can be found on our school website (see above).

□ What kinds of special educational needs do we make provision for in our school?

Meadowhead Junior School is a community maintained junior school. Meadowhead Junior School is committed to an inclusive education for all pupils. As a school we aim to provide equality of opportunity, increasing the process of the participation of children with special educational needs and disabilities in the educational and social life of the school, providing maximum opportunities for all children, irrespective of culture, gender or ability. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We have a high percentage of children with Special Needs, in several different categories of need, including Autism, Speech and Language difficulties, Visual Impairment and Social and Emotional Mental Health difficulties.

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place within the school if it is available. The Local Authority Offer can be found at www.bwd-localoffer.org.uk

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□ How does our school know if your child needs extra help?

We use a range of sources of information to establish a clear view of a child's needs.

This could include:

- **The views and experience of the parents/carers**
- **The child's own views**
- **Liaison with the child's previous school**
- **Teacher's assessments (including KS1 results) and experience of the child**
- **The child's progress, attainment, and behaviour**
- **A change in the child's behaviour, including emotional needs**
- **Involvement of Pupil Wellbeing Coordinator to share concerns from the family**
- **Child's individual development in comparison with their peers**
- **Assessments carried out by the teacher or SENDCo to identify potential gaps in learning**
- **Advice from outside agencies such as the SEND Support Service, Educational Psychologist or medical teams.**

At Meadowhead Junior School we know if our pupils need extra help because: -

- 1) The SENDCo will have attended Pupil Progress meetings to discuss individual pupils from a Teaching and Learning perspective, and whether there may be additional needs and a discussion will be had about how we can support those needs.
- 2) The SENDCo will liaise with the class teacher to discuss additional needs and concerns and together write Individual Learning Plans (ILPs)
- 3) The SENDCo will have been alerted to newly arising concerns through the completion of 'Cause for Concern' forms.
- 4) The parent of a child may have voiced their own concerns regarding their child's ability or behaviour.

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Early identification of children Special Educational Needs is, we believe, essential in order that issues can be addressed as soon as possible. We also take into account information supplied by parents/carers and from other educational settings. A child working below expected levels in English or Mathematics may then undergo further individual diagnostic assessment carried out by the SENDCo or trained staff.

Some of the assessments we use in school include - Raven's progressive Matrices (Cognitive test), The British Picture Vocabulary Scale, Motor Skills Assessment, IDL (Dyslexia Screening), Goodenough Draw a Person assessment, Assorted Speech and Language assessments, Boxall Profile (SEMH), Ready for sounds.

Based on the outcomes of these individual assessments the SENDCo decides whether there is a need to involve outside agencies. The SENDCo has strong links with agencies from both Health and Education such as the Educational Psychology Team, SEND Support Service, School Nurse, Paediatrics and Speech and language Therapy Service.

□ Who can you speak to at our school if you think your child may have special educational needs?

If you have any concerns about your child, you can come and discuss them at any time. You can talk to any of the following people: -

- Your child's class teacher
- Our Special Educational Needs and Disability Co-ordinator (SENDCo) – Mr J Newsham
- Head teacher – Mr C Dugdale
- Deputy Head Teacher – Mrs R Blackledge
- Pupil Well-Being Co-ordinator – Miss L Duckworth

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□ The types of SEN provided for within school

The four broad areas below give an overview of the range of needs that are planned for at our school. We recognise that individual children often have needs in more than one area and their needs may change over time.

1. **Communication and Language** – children with speech language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in pronouncing certain sounds, they have difficulty understanding what is being said to them or they do not understand the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech language or social communication at different times of their lives. Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.
2. **Cognition and Learning** – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriately adapted work. Learning difficulties cover a wide range of needs, including Specific Learning Difficulties (SpLD) which affect one or more specific aspects of learning e.g. conditions such as dyslexia, dyscalculia and dyspraxia; Moderate Learning Difficulties (MLD), and Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and who have associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
3. **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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Any child with behavioural needs, where a risk assessment and/or behaviour plan needs to be completed, this assessment/plan will be explained and signed by the parent/carers.
4. **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. These difficulties can be age related and may fluctuate over time. Many children with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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□ **How do we know what progress your child is making and how will we keep you informed?**

Monitoring progress is an integral part of teaching and leadership at Meadowhead Junior School. As well as parents, the children, staff, and our Governors are involved in reviewing the impact of interventions with learners. We follow the 'assess-plan-do-review' model. The children are assessed regularly throughout the year and the progress data, for all learners, is collated and then monitored by staff, the Headteacher and Governors. The data is discussed in half termly Pupil Progress meetings with the class teacher, Headteacher and SENDCo.

Our open-door policy provides parents (and children) with the opportunity for discussion face to face, at any time, but particularly at parents' evenings or review meetings. Each child with SEND who has had support from an outside agency has their own Individual Learning Plan (ILP) clearly stating targets that they are working towards and these are also discussed at termly review meetings with parents.

□ **How will our school support your child and how will the teaching be adapted to meet their needs?**

We are committed to giving your child every opportunity to achieve. We do this by offering a wide-ranging curriculum that is adapted by the class teacher to support the specific needs of your child. At all stages the school will consult with pupils about their learning and their needs, we will consider their learning styles and listen to their aspirations and how they feel they would be best supported within school. Your child may have an Individual Learning Plan (ILP) which will detail how the curriculum will be tailored and the support, adaptations and equipment that is necessary to support their learning needs. We are a fully inclusive school that takes reasonable action to ensure that your child can access all learning opportunities on offer.

Further information can be found in our Special Educational Needs Policy which is published on our website.

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□ Allocation of Resources for Pupils with SEND - How are decisions made about the type and how much support my child will receive?

Meadowhead Junior School has a budget allocated for Special Educational Needs and Disabilities each financial year. This includes money which is designated to support pupils with additional needs. How this is allocated is planned by the Headteacher and SENDCo in consultation with class teachers. Additional provision will be made available if reviews and assessments identify that your child is not making the progress we or you as a parent expect.

The types of support available may include support from a teaching assistant, specialist input from professionals such as an Educational Psychologist, Advisory Teachers, Speech Therapists etc. and the use on laptops, iPads or other alternative recording devices.

If it is agreed, through discussion with yourself, your child, the SENDCo, other staff in our school and other professionals, that the school cannot meet your child's needs through existing resources, an application may be made to the local authority for an Education, Health and Care Plan. As parents, you are consulted at every stage during this process.

This process can be found on the Local Offer website and in our Special Educational Needs and Disability Policy on our website.

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□ How will our school help you to support your child's learning?

We actively encourage you as a parent to be involved with your child's learning. The class teacher may suggest ways that you can support your child alongside homework activities. If outside agencies have been involved, such as Advisory Teachers or the Educational Psychologist, the strategies and programs of study provided by them are shared with the parents so that they can be implemented at home too.

We also run a number of informal training sessions for parents, such as phonic information sessions and guided reading drop-in sessions, and explanations of assessments and expectations of the children, throughout the year which are published on our school website and school Facebook page. The class teacher will also inform you directly of such sessions.

At school we have a Pupil Wellbeing Co-Ordinator, Miss Laura Duckworth, who is available to support parents/carers and their families. Laura works alongside various outside agencies and she helps maintain positive relationships between school and home.

Staff are always happy to meet with parents who would like additional advice or support.

□ Access Facilities for pupils with SEND

The school is fully wheelchair accessible with no stairs being present within the building or steps externally. We have a wet room within school with disabled facilities and changing facilities. There is also disabled parking in the car park. Within school we use ICT to support pupils and have a variety of ICT programmes that also aid pupils' access to learning.

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□ What specialist services and expertise are available or accessible through our school?

We work closely with, and have access to, the following agencies to support your child's needs: -

- Pupil Wellbeing Co-ordinator to support pupils and their families
- Therapy services including physiotherapy, occupational therapy and speech and language therapy
- Advisory Teachers within the BwD SEND Support Service
- Educational Psychology Team
- Social Services
- Consultant Paediatricians
- St. Thomas's Centre and The Heights Provision
- Family Wise
- School Nurse
- Education Welfare
- Child and Adolescent Mental Health Service (ELCAS)
- Lancashire Mind
- Parent Partnership

□ How are the staff in school supported to work with children with special educational needs and what training do they have?

We have an extensive programme of training and development available in our school for both teaching and support staff. Our SENDCo, Miss T Davies is an experienced teacher and has successfully obtained the National Award for SENDCos. We have several members of staff that have experience of working with children with Speech and Language difficulties, Autism, ADHD as well as general learning needs. We have 3 specialist Student Support Assistants who are ELSA qualified (Emotional Literacy Support Assistant) and provide 1-1 and small-group sessions for pupils with emotional needs. All

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staff undertake training in relation to safeguarding and disability awareness. School employs a Pupil Wellbeing Co-ordinator to support pupils and their families. Some staff have training in supporting behaviour management, language and communication difficulties and supporting children with autism and ADHD.

□ **How equipment and facilities are secured to support children with SEN**

When a child is offered a place at our school there is close liaison with the professionals already involved with the child to ensure that school maintains the correct level of support, be that through resources, equipment and, or adult support. We work closely with outside agencies who will provide the necessary equipment required. This is sometimes through the local authority, the health service or through our own budget depending on the needs of the pupil. If their needs develop whilst at Meadowhead Junior School a similar process is followed.

□ **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review after two cycles of the Assess, Plan, Do and Review has been completed.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers

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- SENDCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer: www.bwd-localoffer.org.uk

□ How will our school ensure that your child is included in activities outside the classroom, including physical activities a school trips?

Activities and school trips are available to **all** children in our school. If it is felt necessary, a separate risk assessment may be carried out with you to identify procedures needed to be put in place to ensure that your child can participate. All pupils have the opportunity to partake in every after school club of offer. Support assistants are employed in our school to help if your child requires support during break and meal times. As part of our broad and balanced curriculum, our KS2 children are timetabled throughout the year to learn outdoors in our Forest School lead by a fully qualified Forest School teacher, Mr. K Whalley. A comprehensive risk assessment is written to ensure all children are safe at all times. Please see our School Website for more information on Forest School.

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We have a breakfast club which all children are welcome to attend every morning. They are given food and drinks and are then guided through to class, enabling them to have a positive start to their day.

□ How will our school support your child's overall wellbeing?

The well-being of your child 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 Junior School to provide a happy, safe, and caring environment. The emotional wellbeing of your child is extremely important to us and our Well-Being Co-ordinator, Miss Laura Duckworth are here to provide help and support to both you and your child, so feel free to contact her if you have any concerns. It is important that you feel that your child is safe whilst in school and the Headteacher, Mrs A Chadwick and Deputy Head, Mrs. R Blackledge work hard with parents and children in improving attendance, avoiding incidents of bullying, and avoiding exclusions.

All children are given opportunities to talk and give their views and opinions on issues that are concern them.

For children who struggle with their emotional, mental and social development, we offer, Emotional Literacy support, time and interventions through our Nurture provision and additional support at breaks, lunches and breakfast time.

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. We have numerous staff who are trained in basic first aid and some in paediatric first aid. All of our policies in relation to the well-being of your child are available on our website.

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▪ **How will our school support children and young people who are looked after by the local authority and have SEND?**

Every child regardless of background or circumstances will have equal access to the same level of opportunities and support; this includes children with SEND who are looked after by the local authority. Our SENCo, Miss Davies works closely with our Pupil Wellbeing Coordinator, Miss Duckworth and other agencies. to ensure that a multi-agency approach is used and all children receive the correct support and can access numerous communication methods and processes that keep all looked after children with SEND healthy, happy and engaged with their learning.

□ **How accessible is our school both indoors and outdoors for children with special educational needs?**

Our school is fully accessible with a dedicated disabled parking bay located at the side of the building in the school car park. Externally, all pathways are tarmacked with no steps being present. Some external pathways are steep due to the site being built on a hilltop. Should further support be required contact via telephone to the school office should be made so a member of staff can offer further access down to and away from the building to the staff carpark or main road. We have specialist changing facilities and toilet.

□ **How will our school prepare and support your child when joining our school and when transferring to a new school?**

As a junior school we are aware that there are several transitions that your child will go through. We work especially close with Meadowhead Infant School and your child will have the opportunity to visit us and meet their class teacher on many occasions before the transition to KS2. We will ensure that all of the relevant information about your child's needs is discussed at a transition meeting and all the appropriate records are forwarded onto us. Furthermore, there are activity days where your child can meet their class teacher, and should your child require it, additional transition visits can be organised to help alleviate any anxiety your son or daughter may experience. Alongside this, our Year 3 Teachers (and SENDCo if necessary) will meet you and your child at school, prior to starting school.

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We also have excellent relationships with other schools in our area. All our Year 6 pupils are provided with transition days to their prospective high schools. The class teachers meet with Year 7 Form Tutors and Head of Year to discuss each pupil's learning and needs. The SENDCo also attends these meetings where possible or will attend separate meetings with key staff including the school SENDCo or Inclusion Manager. Again, additional transition sessions can be organised should your child require them.

□ Who can you contact for further information?

If you have concerns relating to the school provision, please speak to the Headteacher, Mrs. A Chadwick or SENCO, Miss T Davies.
The school telephone number is: 01254 209871.
The school email address is: office@meadowheadjunior.blackburn.sch.uk

Our Governing Body has a designated SEND Governor, Natalie Young, responsible for reviewing practice and supporting the SENDCo.

SENDIASS- Jane Partington 01254 503 049 jane.partington@communitycvs.org.uk

Blackburn with Darwen's Local Offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk



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□ If you have a complaint

Parents/carers are asked to speak to the class teacher first but if the concerns cannot be resolved then please contact the SENDCo or the Headteacher. The school telephone number is: 01254 209871.

The school email address is: office@meadowheadjunior.blackburn.sch.uk

If the matter is not resolved then parents should contact the SEND Governor, Natalie Young in writing.

If following this action, the matter remains unresolved then subsequent recourse can be taken through the LA Area Office in Blackburn.