

Meltham Moor Primary School

SEND Information Report 2023-2024

Headteacher	Liz Woodfield
Inclusion Leader (SENCo)	Katherine Manuel
Governor with responsibility for SEN	Helen Whitley
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Age range	3-11 years
Funding	Mainstream Primary with attached Nursery

Introduction

Meltham Moor Primary School aims to be an inclusive school, which encourages all children to achieve, regardless of their age, gender, ethnicity, attainment or background. We aim to maximise participation in, and minimise exclusion from, our curriculum and community. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We aim to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe, regardless of their talents, interests or needs. We believe that educational inclusion is about maximising equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

How will you know if children or young people need extra help?

As part of the school's ongoing assessment cycle teachers review children's progress regularly in order to inform planning for teaching and learning, using evidence from lessons, observations and assessments. Class teachers have termly pupil progress meetings with senior leadership and this can also contribute to the discussion. Any children who are not making the expected progress are identified and additional support may be put in place within the classroom to accelerate progress. This may be discussed informally with the Head or Inclusion Leader at this stage. If we identify an on-going concern or need, the class teacher would discuss this with you either at a Progress Meeting (previously known as Parents' Evening) or another meeting that they have arranged with you, in order to work with you, to find the best way forward. If you have a concern about your child, the first point of contact is the class teacher for an informal chat. In partnership with you, the class teacher will discuss any observations or concerns that they may have and agree on an appropriate way forwards. Sometimes information is passed on to us from outside agencies e.g. GP, School Nurse, Paediatrician, particularly if your child has a need that has already been identified before they start at Meltham Moor. In this case, we would meet with you and identify what extra support might be needed before your child starts with us.

The government defines Special Educational Needs in 4 areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or Physical

Children may have needs in one or more of these areas and we will seek to identify and support their needs.

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

Every teacher is responsible for meeting the needs of all the children they work with. Your child's class teacher is responsible for identifying needs and planning for learning or interventions that meet these needs, with support from the Inclusion Leader where necessary. Every teacher has Planning, Preparation and Assessment time each week, which is designed to allow them to meet the needs of their class, including those with SEND. Support staff who are delivering interventions are also allocated time by the class teacher, to plan and prepare.

If your child has been identified as having SEND that requires additional support in school, then they will be placed on the SEN Register at SEN Support, and an Additional Needs Plan (ANP) will be drawn up in partnership with you, which sets targets to support your child. For children with more complex needs, a different plan called a My Support Plan (MSP) or the new I-APDR (Individual- Assess, Plan, Do, Review) form may be used to plan and review progress. If your child's needs meet certain criteria, advice may also be given by specialist services e.g. Sensory Services, Speech and Language Therapy, Physiotherapy etc which will be used to plan the ANP and set targets. Each external service has its own criteria and referral processes.

The class teacher retains the overview of your child's learning but work towards the targets may be delivered by other appropriate members of staff e.g. teaching assistants. This may be within class, in a small group or individual work, as identified in the ANP planning meetings for your child. During each year, we aim for staffing in year groups to be consistent so that children are familiar with the staff working with them. Staff who deliver the support may however, vary from year to year, depending on the needs of the class, the strengths of the staff and staffing levels within school. We aim for all the children to be independent learners so support is aimed at maximising independence. Support may include published programmes, computer programmes, individualised work on specific areas of need or support to access the curriculum. The intervention or support that is delivered is reviewed at least termly, at review meetings with you and the class teacher, to make sure that it is effective and is supporting your child to make progress.

Class teachers can seek support and guidance from the Inclusion Leader at any time, and the Inclusion Leader may attend some review meetings, particularly for children with more complex needs or where there are concerns about progress. As mentioned above, specialist Local authority advice services, including the Educational Psychology Team are available for referrals to support your child if they meet the criteria for referral.

If your child has complex needs, or is not progressing as they should despite the support that has been put in place, or requires significant support to access learning, it may be decided, in partnership with you, that an application for an Education, Health and Care Plan (EHCP) is needed. This is a statutory assessment carried out by the Local Authority to identify your child's needs and set out what they need to help them

make progress. (This used to be known as a Statement of SEN.) If an EHCP is granted then it may have additional funding attached to it above the £6000 worth of support which the school has to put in (this is known as the High Needs Funding Block). There are specific criteria available which explain the levels of need which meet the criteria for an EHCP.

Systems in Kirklees are currently undergoing some changes and there may be some differences in the above methods of funding based on what is agreed by the Local Authority.

In addition to the above, if your child has an EHCP, these are reviewed at least annually in line with statutory guidance. This is an opportunity to look at your child's needs and progress and review whether the statutory document still reflects your child.

The school has a named Inclusion (SEN) Governor, who takes an overview of the SEND provision in the school. He/she meets with the Inclusion Leader regularly and reports back to the Governing Body on whether the school is meeting the statutory duties and ensuring that the needs of children with SEND are met.

The Inclusion Leader (SENCo) has responsibility for keeping an overview of children with SEND across the school. They are also responsible for supporting staff to review interventions regularly to ensure they are helping children to progress and for coordinating support from outside agencies where this is needed. The Inclusion Leader also maintains an overview of assessment data for SEN children, in order to monitor their progress.

How will the curriculum be matched to my child's needs?

We aim to work in partnership with you and your child to find out your child's interests, aspirations and needs. Wherever possible we try to include the child's interests and preferred learning styles within the provision we make. There is space on the ANP / MSP for your child's strengths and preferences, as well as their needs. We also know that if a child feels ownership of, and understands their own targets, they will be more enthusiastic and empowered to achieve them. For this reason, most children (dependent on age and ability to contribute) will take part in at least part of the review meeting each term, and there is space for their thoughts on progress. Children and young people who feel happy, safe, confident and successful in their learning will make the best progress.

The curriculum as a whole is reviewed regularly to ensure it meets the needs of all children and we seek children's views on this in a range of ways e.g. School Council, pupil interviews on subjects or aspects of the curriculum, pupil and parent questionnaires.

A very small number of children will require a more personalised curriculum as they are unable to access the age appropriate curriculum offered to their year group. This would usually be informed by information and guidance from specialist services and planned for by the child's class teacher. Most children who are accessing a personalised curriculum will have an EHCP in place.

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

As part of the school's assessment cycle we track the progress of all children. In addition to this the progress of children involved in specific interventions is monitored in a range of ways e.g. observations, tests, discussions with the pupil and

parents/carers as appropriate. Children whose academic progress is at least 2 years behind, will be tracked using a small-steps assessment system.

There will be an opportunity each term to discuss your child's progress with the class teacher (and Inclusion Leader as appropriate) at the review meeting. However, arrangements can be made as and when necessary through a range of formats e.g. email, meetings, informal chats, telephone conversations, home/school link book.

If you have any concerns about provision or progress, the first port of call is always the class teacher using one of the methods described above. Approaching the Inclusion Leader or the Head is also a possibility, although we will often refer you back to the class teacher at first, as the class teacher knows your child best. If you cannot resolve an issue with the class teacher, then the Inclusion Leader or Head will often arrange a meeting between all parties in order to deal with concerns together. The school's complaint policy is available via the website or in school if you feel your views are not being addressed.

How will you help me to support their learning?

The link between home and school is important for the development of the whole child and we want to build on this relationship. Information will be shared about how to support your child at home through general correspondence e.g. Class Dojo messages that are posted throughout the year or handouts at meetings. The ANP / MSP also has a section for parent or carer support with ideas of things that you can do to help your child progress. All parents are invited to regular opportunities to share their child's learning and find out more about what they are doing. We keep in close contact with all parents through Class Dojo so if you have any questions or want more advice, please get in touch. If you are considering sending your child to Meltham Moor and wish to discuss concerns before you apply, please contact the school to arrange a meeting.

What support will there be for my child or young person's overall well-being?

We aim to have a child centred approach and involve them as much as possible, appropriate to their age and ability. This may include talking with the child to ascertain their views, using talking mats or all about me sheets, inviting them to attend meetings or supporting them in providing a response through whichever means of communication they prefer.

We view the whole child as important and seek to support all areas of additional need for all children, not just those with SEND. Our pastoral support and wider emotional support is important to the well-being of all members of the school community. If your child is experiencing emotional, social or behavioural difficulties we work with you and them to minimise the impact of this on their learning. This may include in class support, mentoring from other members of staff or additional support at playtime and lunchtime. We also link with and can signpost support or refer to outside agencies that may help, for example Kirklees Parents of Children with Additional Needs (PCAN), Child and Adolescent Mental Health Services (CAMHS), School Nurses, Various Parent Support groups for different SEND e.g. Huddersfield Down's Syndrome Support Group. If your family is experiencing difficulties at home (whether linked to SEND or not) we aim to provide support where possible, in order to support you with these needs. We can also refer into the Early Help Assessment Team who can provide access to Family Support Workers and other help. All referrals are done in partnership with you.

If your child has a medical condition which impacts on their daily life or requires additional medical support, we have procedures in place to support this. We follow the Kirklees Guidance on Medical Needs Policy, copies of which are available on request. Where a specific medical condition puts a child at increased risk, specific risk assessments are done as needed. A Healthcare Plan will be put in place with support from school nurses, paediatricians or specialist nursing staff (e.g. diabetes nurses). First aiders are available across school and respond to medical needs. Further specialist training is provided to relevant staff as needed e.g. managing diabetes, EpiPen and Anaphylaxis training.

If your child is experiencing difficulties with attendance or their behaviour is putting them at risk of exclusion, we work with a range of Kirklees agencies to support you and your child. We aim to support children to overcome these barriers to learning in the same way we would other needs. We have access to the Educational Psychology Service, Attendance and Pupil Support Officers (APSO), Specialist Provisions for Behaviour e.g. Ethos Academy, CAMHS etc

Policies which are linked to this area include the SEN policy; Inclusion policy; Equality, Diversity and Cohesion policy, Disability Access Plan, Bullying policy which are all available either on the website or by request from the school office.

What specialist services and expertise are available at or accessed by the setting, school or college?

The school employs a suitably experienced Inclusion Leader, Katherine Manuel who has undertaken additional training in a range of SEN areas. We work closely in partnership with the other schools in the Honley Partnership and the Together Learning Trust and share expertise and collaborate with their SENCOs and Educational Psychologists at termly meetings. Suitably experienced and trained teachers and support staff are employed by the school and training is planned for regularly at an individual and school level.

A range of NHS staff e.g. Speech and Language Therapists, Physiotherapists, Occupational Therapists and School Nurses may work with children in school with consent from parents, when a referral by school or GP has been made and accepted by the service. They may also provide training for staff either in relation to specific children, or as part of a package of support identified as needed by the school.

The school's Designated Safeguarding Lead (DSL) is the Headteacher, Liz Woodfield and the Deputy DSLs are the Deputy Headteacher, Angela Marshall and the Inclusion Leader, Katherine Manuel. They maintain appropriate links with social care providers and make referrals as necessary. All staff are responsible for maintaining records of disclosures or concerns about children. (See Safeguarding Policy, available on request).

The school also accesses as needed, the support organisations and specialist services provided by Kirklees Council, local Teaching School Alliances and the NHS. Contact details for these are held by the Inclusion Leader or are available on the Kirklees Local Offer website. Referral to these services is made on the basis that the child's needs meet the criteria set by each organisation.

COVID 19 changes and adjustments

When lockdown occurred in March 2020, children with additional needs and their families received weekly phone calls for welfare checks, as well as daily contact and appropriate differentiated learning opportunities. When school reopened more widely

in June 2020, the vast majority of children with EHCPs and vulnerable learners were welcomed back to school based on their personal risk assessments. In all lockdowns, appropriate high quality learning tasks e.g. using Oak Academy and other specialist provision, were identified by class teachers and shared with parents via Class Dojo, in line with our new home learning policy for COVID-19. Significant changes to how we meet with parents and discuss needs were introduced in order to ensure we could still communicate effectively with parents, including the use of MS TEAMS for remote meetings. As restrictions have now been removed, we have reverted to a mixture of face to face and remote meetings, dependent on parental preference and the risk assessments of attendees.

What staff training is in place to support children and young people with SEND?

All staff have access to appropriate training and Continuous Professional Development opportunities as identified as part of their performance management reviews. Additional opportunities for training for individuals may be identified on the basis of staff interest or the needs of a child in the class. Whole staff training needs are identified on the basis of the school's Development Plan and the needs identified by the Inclusion Leader on the basis of children in school. Recently, all teaching and support staff have received training in Attachment needs and support, Positive Handling training to deescalate and manage difficult behaviour. Individual staff have undertaken training in ASD, Supporting children with sensory regulation issues and in Intensive Interaction for children with ASC, as well as attachment support. Specialist support services provide training where appropriate.

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

We are committed to Inclusion and aim to include all children in all aspects of the wider curriculum where possible. Reasonable adjustments will be made to enable children to access activities as inclusively as possible. For school trips, appropriate risk assessments will be carried out when planning. School will liaise closely with parents/carers should the need arise. Our aim is to ensure children can attend trips in a way that meets their needs and prioritises their safety. This may mean enhanced staffing or modified visits to ensure they can attend successfully and safely.

How accessible is the school environment?

All areas of the school site are wheelchair accessible via ramps and widened doorways for both children and families. The school's accessibility is reviewed annually as part of the Accessibility plan and we welcome input from members of the school community who may have a disability which affects their access.

How will you prepare and support my child/young person to join the school? How will you support my child to move onto the next stage of education?

Before you apply for a place at Meltham Moor, we welcome you to come and visit our school and discuss your needs and how our provision can meet them. We link closely with our feeder private nursery providers and health visitors if children have an identified SEND prior to joining us in Nursery or Reception. Additional meetings will be planned in order to ensure that needs are identified and we plan for successful transition in partnership with previous settings and parents or carers. This may include additional visits for your child or photo books of key staff. If a child is moving schools

either within the year, or into a different year group, we liaise closely with the previous school in order to identify needs and plan provision. Where possible, we meet with staff and parents at the previous school or nursery before the child starts.

Within the school, transition meetings take place between class teachers to discuss the needs of the whole class. Special consideration is paid to children with additional needs and ANP / MSPs are discussed and handed over. Children with additional needs will have additional visits to their new classroom or work with new staff before the end of the summer term, in order to make transition easier for them.

When children leave the school, information relating to those children with SEND is passed onto the new school, usually to the Head or SENCo by the Inclusion Leader. In the case of children with an Education, Health and Care Plan, transition planning starts in Year 5 at the Transition Review and continues throughout Year 6 with additional visits. Many high schools now have additional programmes to support children with additional needs in their transition. Usually, staff from the new school will be invited to planning meetings, or review meetings so parents can meet them and discuss transition.

(See our Transition Policy for further information)

How are your resources allocated and matched to children's Special Educational Needs?

The Head teacher, in partnership with the School Business Manager, is responsible for the budget, and the Head teacher manages resources. When specialist equipment or a high level of staffing support is required to support a pupil with SEND, the school will fund this from the budget, as additional SEN Support, up to a value of £6000 per annum for each individual pupil. If the cost is higher, and the provision of the facilities is likely to be prolonged, the school will apply to the local authority for High Needs Block Funding which is allocated as part of the EHCP process.

The allocation of staff and resources is at the discretion of the Head teacher and aims to match children's needs with staff expertise and experience and the operational needs of the school.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing / hire of equipment, in accordance with the local offer. All staffing appointments to support vulnerable learners will be carried out in accordance with Equal Opportunities Legislation, Employment Law, Safer Recruiting and best practice.

How are decisions made about what type and how much support my child will receive?

Decisions about the provision a child or young person needs will be made on the basis of the child's identified needs. Needs will usually be identified by school, sometimes with outside agencies, and agreed in partnership with parents. These decisions are usually made during consultations between parents and staff however, the head teacher is responsible for the deployment of staff and resources, with the support of the Inclusion Leader and the Senior Leadership Team.

Judgements about the effectiveness of provision will be made on the basis of regular progress checks. Progress may be measured against whole school assessments, targets set on additional needs plans, observations or input from outside agencies. Where support is ineffective or not leading to progress, it may be altered to better meet the needs of the child. This is done in partnership with staff, parents and specialist services.

How are parents involved in your school?

We have an inclusive approach to school life. All parents and carers are an important part of the school community and are welcomed to take an active part in the life of the school. It is important that parents and school staff work together to benefit the child.

We have Progress Meetings or ANP / MSP review meetings in the Autumn and Spring terms. ANP / MSP review meetings are also held in the Summer term, along with a Sharing of Work session after reports have been sent out. We encourage all parents to attend meetings to discuss their child's needs and progress as we value the partnership we have with you. If parents/carers need a more individual contact about their child/ young person, this will be arranged as necessary. Parents are always welcome to contact school to discuss their child, in line with the guidance set down in the Class Handbook.

We welcome parents and wider family into school regularly, for example, school concerts, our weekly Special Mentions Assembly, PTA events, learning events. We have been holding events as normal since 2022 (post-Covid).

We also value the feedback that parents / carers give us. We send out regular Parent Questionnaires to gain feedback and there is a Parent Consultation group for new policies and ideas across school, as well as a Parent SEND Consultation group who advise on new policies and proformas specific to SEN. Emails, letters and verbal feedback are all shared with staff and we value your input – both the positive and the places we could do better.

Who can I contact for further information?

As already stated, for parents of children already in school, your first point of contact is the class teacher. Further advice and guidance can be obtained by contacting the Inclusion Leader at school.

Within school, a range of staff may be involved in supporting your child e.g. class / subject teacher and teaching assistants. There may also be visiting specialist staff e.g. teachers from specialist provision units in Kirklees, NHS therapists, educational psychologists who may provide ongoing support or one-off visits to offer advice and assessments, however the first point of contact is always the class teacher or the Inclusion Leader.

If you are looking at schools for your child and are considering our school, the first point of contact is the school office who can arrange a visit and conversation with us.

A range of other support services are available – see the Kirklees Local Offer available at www.kirkleeslocaloffer.org.uk

Reviewed: September 2023 by K Manuel