

Meltham CE Primary School

SEND Information Report 2023/24

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SENDCo	Sarah Drake (James Baseford mat cover until Spring 2024)
Governor with responsibility for SEND	TBC
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Age range	4-11 years
Funding	Mainstream Primary

Introduction

Meltham CE (C) Primary School aims to be an inclusive school, which encourages all children to achieve, inclusive of their age, gender, ethnicity, attainment and/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, social and emotional 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 feel safe and flourish, regardless of their talents, interests or needs. We believe that educational inclusion is about maximising equal opportunities for all learners, of all ages, genders, ethnicities, impairments, attainments and backgrounds.

We are a mainstream school and aim to meet the special needs of the vast majority of young people. We have experience of dyslexia, dyspraxia, dyscalculia, attention deficit, 'Attention Deficit Hyperactivity Disorder', physical needs, hearing impairment, visual impairment, 'Autistic Spectrum Condition', speech and language Delay and SEMH needs.

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. Any children who are not making the expected progress or finding aspects of the school day challenging are identified and additional support may be put in place within the classroom to accelerate progress within their area of need. This may be discussed informally with the Headteacher or SENDCo at this stage. If we identify an on-going concern or need, the class teacher would discuss this with stakeholders at home either at a 'Parents/Carers' Evening' or another meeting that they have arranged, 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. In partnership with you, the class teacher will discuss any

observations or concerns that they may have and agree on an appropriate way forward. Sometimes information is passed to us from outside agencies (e.g. GP, school nurse, paediatrician etc.), particularly if your child has a need that has already been identified before they started at Meltham CE Primary School. 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, Emotional and Mental Health
- Sensory and / or Physical

Children may have SEN 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 SENDCo 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. We firmly believe that the best way to meet a child's Special Educational Needs is by offering high quality teaching in the classroom; this is referred to as Quality First Teaching.

If your child has been identified as having SEND that requires additional support in school, then they will be placed on the SEND Register at SEND Support. The school will then offer provision that is 'additional to or different from other pupils'. The school's 'Inclusion Team' will decide whether your child needs a 'provision map' to record this additional provision or an Additional Needs Plan (ANP) which sets targets to support your child. For children with more complex needs, a My Support Plan (MSP) 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 around their specific needs.

The class teacher retains the overview of your child's learning but work towards the targets in the ANP or the targets within the additional provision offered on the provision map. The additional provision may be delivered by other appropriate members of staff (e.g. teaching assistants). This may be within class or in a small group or individual work as identified in the SEND 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. We also have a specialist teaching assistants who are qualified to deliver 'Speech and Language' interventions across the school. 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 SENDCo at any time, and the SENDCo may attend some review meetings, particularly for children with more complex needs or where there are concerns about progress. As mentioned above, specialist services are available for referrals to support your child if needed.

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 across all areas of need, 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 progress. If an EHCP is granted, it may have additional funding attached to it above the £6000 of support which the school will already have in place (this is known as the High Needs top up funding). There are specific criteria available, which explain the levels of need which meet the criteria for an EHCP.

If your child has an EHCP, plans are reviewed 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 (SEND) Governor, who takes an overview of the SEND provision in the school. They meet with the SENDCo regularly and report 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. They offer a supportive role in school.

The SENDCo has a 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 SENDCo also maintains an overview of assessment data for SEND 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. All children with an EHCP or MSP have a One Page profile, which identifies key aspects of their needs, as well as their strengths. There is also 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).

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, assessments, discussions with the pupil and parents/carers as appropriate). Adults who carry out interventions record key learning in your child's area(s) of need, creating a learning journey: this provides adults with the opportunity for feedback and future learning and it resembles the progress made in your child's curriculum.

There will be an opportunity each term to discuss your child's progress with the class teacher (and SENDCo 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 SENDCo 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 SENDCo 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. Purple Mash, Twitter, email etc.). 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. If you are considering sending your child to Meltham CE Primary School and wish to discuss concerns before you apply, please contact the school to arrange this discussion.

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, 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, SEMH interventions or additional support at playtime and lunchtime. The school employs a full-time Senior ETA for behaviour and learning and they may become involved in supporting and planning for your child's needs. 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), Locala, the Community Hub, 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. 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 SEMH outreach service, Attendance and Pupil Support Officers (APSO), Specialist Provisions for Behaviour (e.g. Ethos Academy, CAMHS etc.) and others.

Policies which are linked to this area include the SEND policy, the Accessibility Plan and the Anti-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 an experienced SENDCo, who has undertaken additional training in a range of SEND areas. We work closely in partnership with the other schools in the Honley Pyramid and share expertise and collaborate with their SENDCos and Educational Psychologists at termly meetings. Suitably experienced and trained teachers and support staff are employed by the school and training is planned regularly at an individual and whole-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, and the Deputy DSL is the Deputy Headteacher. 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 or on our website.)

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 SENDCo 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.

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 and the 'School Development Plan'. 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 SENDCo on the basis of children in school. 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 our enrichment 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.

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 that affects their access. Four KS2 classrooms are accessed by stairs and the school will move year group classrooms around to include pupils that are unable to use stairs.

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 CE Primary School, 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 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; ANPs/MSPs are discussed and handed over. Children may have additional visits to their new classroom or work with new staff before the end of their time at the previous setting, 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 SENDCo. 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.

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 SEND 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 Funding top up 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. All permanent vacancies will be competitively advertised and recruited.

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 SENDCo and the Senior Leadership Team. The school has an 'Inclusion Team' that meets termly to review support offered to children who have a SEND need and to take referral for the SEND register. Membership of the 'Inclusion Team' includes the Headteacher, the SENDCo, the Mental Health Lead and the Learning Mentors.

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/carers and school staff work together to benefit the children.

We have 'Parents/Carers' Evenings' twice a year and ANP/MSP review meetings termly. 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.

We also welcome parents and wider family into school regularly (for example school concerts, various assemblies, PTA events, learning events etc.). These are advertised on social media on the bi-weekly newsletter 'Headlines'. Parents/Carers can volunteer to support in school (although not in their own child's classroom) and we welcome parents who have skills in particular areas (e.g. currently we have parents and grandparents who help with reading, 'Gardening Club' and art activities).

We also value the feedback that parents/carers give us. We send out regular parent questionnaires to gain feedback. 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 SENDCo 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).

If you are looking at schools for your child and are considering our school, please contact the school office. If your child already has diagnosed Special Educational Needs then you should let us know at this point: we will usually arrange a tour of the school. A discussion of your child's needs and the provision we can offer will take place before you have to make a decision.

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

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