



**Meadow Park**  
Patience, Guidance and Determination

# Special Educational Needs and Disability (SEND) Information Report

Policy lead:	<b>SENDCo</b>
Reviewed and edited:	<b>Autumn 2023</b>
Next review date:	<b>Autumn 2024</b>

**Contents**

Our school's approach to supporting pupils with SEND ..... 3

Catering for different kinds of SEND ..... 3

Key staff and expertise ..... 4

The SENDCo..... 4

Securing and deploying expertise..... 4

Equipment and facilities ..... 4

Identifying and assessing pupils with SEND ..... 5

Consulting with pupils and parents ..... 5

Involving key stakeholders ..... 6

Progressing towards outcomes ..... 7

Transition support ..... 8

Teaching approach ..... 8

Adaptations to the curriculum and learning environment ..... 9

Inclusivity in activities ..... 10

Supporting emotional and social development ..... 10

Evaluating effectiveness ..... 11

Handling complaints..... 11

Local Offer ..... 11

Named contacts..... 12

Additional support ..... 12

Our SEND Policy and this information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report.

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Anti-bullying

### **Our school's approach to supporting pupils with SEND**

At Meadow Park School, we implement high quality teaching for all pupils across all four Key Stages and our offer is fully inclusive (see Send Policy). We operate a graduated approach of Assess, Plan, Do, Review, which underpins our provision.

We deliver a broad and carefully considered curriculum with a heavy focus on Personal Development. Every subject is mapped out from Year 1 through to Year 11 and we use a Sequence of Learning in order to ensure that prior learning can be built upon.

Planning is carefully considered and includes Education Recovery which covers the Key Skills to ensure that everyone can access the content of curriculum. Each lesson is differentiated with a Lower, Middle, Higher and Challenge task set. Additionally, every pupil has a Description of Need for every subject.

We offer Entry Level Certificates, Functional Skills, BTEC, and GCSE qualifications to meet all levels of needs and if required, pupils in KS2 can be supported through their SATs.

### **Catering for different kinds of SEND**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition and speech and language difficulties .
- Cognition and learning, for example, Dyslexia, Dyspraxia (DCD), Mild/moderate learning difficulties, processing difficulties.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory difficulties, Epilepsy.

## **Key staff and expertise**

Our SENDCo has over 10 years of experience in this role and has worked as a teacher in Liverpool and Knowsley, across Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 3. She is fully accredited and has achieved The National Award for SEND Coordination. Our SENDCo's timetable is fully dedicated to the assessment and support of pupils with SEND.

Our Assistant SENDCo has also achieved a post graduate certificate of education in The National Award for SEND Coordination.

Our Acorns Specialist Teacher & Personal Development Lead is trained in a variety of areas including Attachment & Trauma and Neurodiversity. She is currently studying for a PGCert in SpLD (specific learning difficulty) Dyslexia.

## **The SENDCo's**

Kate Davies

[kate.davies@meadowparkknowsley.co.uk](mailto:kate.davies@meadowparkknowsley.co.uk)

Nicola Lambert

[nicola.lambert@meadowparkknowsley.co.uk](mailto:nicola.lambert@meadowparkknowsley.co.uk)

0151 477 8103

## **Securing and deploying expertise**

We have a large team of teaching assistants who are able to support children with SEND. Staff are regularly trained in a wide range of topics with regards to SEND. Areas of focus have been Trauma informed Practice, ASC, Child Sexual Exploitation. Further details on request.

We use specialist staff for mentoring and therapeutic interventions. Training provided to our staff responds to the needs of the pupils and staff at any given time. Continuing professional development ensures that all staff are confident and compliant with current policies, legislation and good practice.

## **Equipment and facilities**

The school's SEND budget is allocated to meet the needs of the children on the SEND Register

- The progress and attainment of all children is rigorously tracked, and resources are allocated according to need
- The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we commission an Educational Psychologist and Speech and Language Therapist, in order to meet specific needs

- We also use the budget to ensure that pupil's individual needs are met from specific interventions and programmes, where appropriate
- The SEND budget is also used to provide a range of specialised equipment such as overlays, pen grips, dyslexia friendly exercise books, wobble boards and cushions and a host of sensory equipment. This list is not exhaustive and will vary according to the needs of our current cohort
- Our Pupil Premium funding is allocated effectively to ensure that all pupils have the best possible chance to achieve

### **Identifying and assessing pupils with SEND**

We will assess each pupil's current skills and levels of attainment on entry. Current EHCP's, other professional reports and teacher\parental views will also inform each child's assessment. If you are concerned about any area of your child's development, please speak to your child's form teacher or our school SENDCo who will be able to give additional information about possible next steps planning.

We operate a whole school, rigorous tracking system which informs planning and teaching. This is monitored termly and enables small steps of progress to be recorded and evaluated. Additionally, 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 or emotional difficulties that have a substantial impact on their learning.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Meadow Park School uses the graduated response levels of intervention as described in the SEND Code of Practice in response to meeting pupils' needs. 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/carers. 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. External agencies will not be involved in supporting children with SEND without parental consent.

### **Consulting with pupils and parents**

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. Where appropriate all pupils are involved in monitoring and reviewing their progress and take an active role in making decisions and exercising choice (SEND Code of Practice).

Individual pupils will be supported to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

The arrangements for consulting young people with special educational needs and involving them in their education include school council, sessions with the learning mentors, annual and interim reviews, person centred meetings and a range of enrichment activities. The views of the pupil and their family are valued during any decision-making process. The school values parents and carers and works hard to form strong partnerships for the benefit of the child. We operate an open-door policy and keep parents/carers informed at every stage of their child's education, giving support during decision making and assessment processes around possible SEND.

We ensure that parents/carers have suitable access arrangements and that our communication is clear and accessible. We work effectively with all other agencies supporting pupils and their parents/carers. We make regular, informal contact with parents/carers to feedback/discuss pupil progress.

Parents are also kept informed of their child's progress through regular parent's evenings and termly progress reports. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### **Involving key stakeholders**

Our SENDCo is fully qualified and accredited. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational and Clinical Psychologists (we commission our own for our school)
- Psychiatrists
- Paediatricians
- CAMHS Services
- Speech and Language Specialists
- Specialist Teachers, Mentors and Therapists
- Occupational Therapists
- Youth Justice/ Crime Disorder Unit
- Police, Fire Services and other emergency services

- Colleges, further education settings and training organisations
- Youth and play services
- Anti-Social Behaviour Unit
- Housing associations
- Children's Social Care
- School Nursing Services
- KOOTH Counselling
- Smoking Cessation Services
- Drug and Alcohol Misuse Team
- Stronger Families Team
- Multi-Systemic Therapy Team

The above list is not exhaustive and there are many other services we may need to involve as part of a holistic approach to meeting the needs of our pupils.

### **Progressing towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. We liaise closely with previous schools in order to ensure that we have as much information as possible about the needs of each pupil. On arrival, each child is thoroughly base lined in Reading, English, Mathematics and Science. A Personal Development baselining profile, which assesses social, emotional and behavioural development, is also completed. This information is analysed and used to set challenging, but achievable, personalised targets.

Formative and summative assessments take place regularly to determine progress levels in all subjects. Half termly reporting on the Personal Development targets are completed. Teachers track and analyse assessment data. This informs future planning. This is quality assured by Leadership.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

Assessment of pupils' needs will be reviewed regularly. If analysis of formative and summative data and pupil progress, as well as teacher or parental concerns, indicate that there may be a need for additional support, teachers will write an Individual Education Plan in conjunction with the child and parent/carer. These will have SMART Targets which will be used to identify small steps of progress and next steps for learning.

Timed interventions may be implemented at this stage to support the pupil's individual need. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Transition support**

Meadow Park School works together with parents/carers and pupils to ensure the best outcomes for everyone. We will help and guide our pupils to move on to a more permanent provision, whether that is in a mainstream school or a more specialist setting.

We expect that our KS4 pupils achieve a range of qualifications and prepare for the next stage of their education after they leave Meadow Park. All pupils receive Careers education, information and guidance in order to achieve the most suitable post 16 destinations. We will share information with the school, college, or other setting the pupil is moving to in order to ensure a smooth transition.

New beginnings are taken very seriously at Meadow Park School. A great deal of preparation takes place before pupils are fully reintegrated back into their mainstream school, a new school or on to a more specialist provision. This involves a celebration of their successes at Meadow Park School. Where required, pupils may receive outreach sessions in their school to support the transition. Staff undertake in-depth work related to the transfer to a range of educational establishments, including apprenticeships, college and work-based placements.

### **Teaching approach**

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils and personal targets will be put into place.

- We have a high ratio of staff to pupils in all classes with extra adult support in classrooms or for individuals
- Personalised provision will be delivered through time limited programmes which are regularly reviewed to assess impact
- Pupils will access personalised provision through adapted resources and interventions (1-1 or small group work)
- Multi-sensory teaching methods



- Teachers write descriptions of need for each pupil in every subject and what strategies can be used to support
- Exciting, creative curriculum based around pupils' needs
- Clear sanctions and rewards
- Access to additional mentoring, therapies and SEMH interventions

In order to be as successful as we possibly can with our pupils, it is necessary for us to work with a wide range of partners. We often need to look beyond developing learning skills, in order to unlock the true potential of our pupils. We believe that a person-centred approach works best, and this means that we will work with you, and make joint decisions about your child's provision.

This sometimes means that some of the strategies and interventions have to extend beyond school into the home and community, so it is essential that we have a close and secure working relationship with parents/carers. We work in close collaboration with a wide range of services and agencies, which we involve on an individual needs basis, as part of a co-ordinated approach to meeting the holistic needs of our pupils. We also provide a wide range of therapeutic interventions including reiki, sound therapy, yoga, etc. We have a range of academic interventions that are used effectively, when required. We work with a wide range of external agencies to provide support for mental health and wellbeing. This includes KOOTH, Bully Busters etc.

### **Adaptations to the curriculum and learning environment**

Meadow Park School ensures that personalised learning is planned, implemented and reviewed for each individual pupil. The level of differentiation may vary considerably depending on the learning needs/styles of each individual pupil; resources are identified and allocated based on the pupil's needs in order to fully access the curriculum.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Access arrangements for tests and/or examinations
- Varying levels of qualifications
- Work experience opportunities where appropriate
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre teaching of key vocabulary, reading instructions aloud, etc.
- ASC friendly classrooms
- Small class sizes with a high level of adult support

- Curriculum enrichment

### **Inclusivity in activities**

All children are included in all parts of the school curriculum, and we aim for all children to be included on education and enrichment visits, residentials, etc. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. School operates a wide-reaching enrichment programme.

We aim to ask new parents and carers about any disability or health condition in the early stages of communication and for parents and carers of pupils already at the school, we collect information on disability as part of our ongoing open dialogue between home and school.

Meadow Park has access ramps and is situated mainly on the ground floor. We have accessible toilet facilities for all. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others if required.

### **Supporting emotional and social development**

We have a strong Personal Development and PHSE Curriculum to support and improve the emotional and social development of our pupils. This covers a wide range of topics such as bullying (See Anti-Bullying Policy), building healthy relationships, solving conflict, healthy lifestyles etc.

Our talented team of specialist staff have training in the following areas:

- Team Teach training (An approved method of de-escalation and positive handling)
- Trauma Informed Practice
- Restorative Practice
- Staff have been trained to work with a range of needs including ADHD, attachment disorders, Autism and a range of mental health conditions

As well as teachers and teaching assistants, we also employ therapists and mentors, and we work closely with a range of external agencies and other professionals to provide a holistic approach to education. All staff are trained in child protection and are responsible for ensuring your child's safety and well-being.

We provide support for pupils to improve their emotional and social development in the following ways:

- A clearly structured behaviour policy and open expectations that all pupils and staff adhere to
- An anti-bullying policy that has been produced with pupil input and is supported by all staff. We have a zero-tolerance approach to bullying.

- Therapeutic / intervention programme to provide support for pupils with SEND
- Targeted support for individual pupils
- Learning Mentor time to support pupils individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.
- A wide range of enrichment activities
- Personal Development Curriculum suitable for children with SEMH difficulties
- School Council/Pupil Voice
- Pupils with SEND are encouraged to be part of the school council

### **Evaluating effectiveness**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions on an ongoing basis
- Quality assurance by the SENDCo and Governor with responsibility for SEND
- Holding annual/interim reviews for pupils with statements of SEND or EHC plans
- Progress and evaluation is reported to Governors

### **Handling complaints**

At Meadow Park School, it is our aim to provide a first-class education to every pupil, regardless of need or disability. However, we recognise that occasionally parents/carers may have comments, concerns or complaints regarding their child's SEND provision. We value your feedback and will make every effort to solve issues informally and accommodate parental wishes.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy. The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Local Offer**

Our local authority's offer is published here: [Knowsley Local Offer \(SEND\) | Knowsley Family Information Service \(knowsleyinfo.co.uk\)](#)

## Named contacts

Name of individual	Email address/Web site	Phone number
K. Davies SENDCo	kate.davies@meadowparkknowsley.co.uk	0151 477 8103
P. Parle DSL	pip.parle@meadowparkknowsley.co.uk	0151 477 8100
P. Devlin Head of School	meadowpark@knowsley.gov.uk	0151 477 8100
J. Cleary Headteacher	meadowpark@knowsley.gov.uk	0151 477 8100
Liverpool and Knowsley SENDIASS	barnardossendiass.org.uk	0333 323 7768
Knowsley Parent Carers Voice KPCV		07376 233 141
Liverpool & Knowsley Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)	liverpoolknowsleysendiass@barnardos.org.uk	

## Additional support

Our talented team of specialist staff have training in the following areas:

- Team Teach training (An approved method of de-escalation and positive handling)
- Trauma Informed Practice
- Restorative Practice
- Staff have been trained to work with a range of needs including ADHD, attachment disorders, Autism and a range of mental health conditions

As well as teachers and teaching assistants, we also employ therapists and mentors, and we work closely with a range of external agencies and other professionals to provide a holistic approach to education. All staff are trained in child protection and are responsible for ensuring your child's safety and well-being.

A fully comprehensive list of support services can be found on the Knowsley Council website

<http://www.knowsleyinfo.co.uk/>

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send/>