



Special Educational Needs and Disabilities at Green Meadow Primary School

Green Meadow is a fully inclusive school community. We will make all reasonable adjustments to include all pupils. We are committed to early identification and support of special educational needs and disabilities.

Your SEND Team



SENCO- Mrs Kate Cross (available Monday to Friday in school by appointment or on Tuesdays and Wednesdays from 9-9.30am and 3-3.30pm at parent 'drop-in' sessions)



Keyworker SEND TAs- Miss Jenny Appleby
Mrs Emma Hayden Jones
Mrs Sally White
Miss Chris Gray
Ms Samantha Weeks

Pastoral Manager- Mrs Claire Robinson

Speech and Language Therapist- Mrs June Adams (available in school Monday)

Educational Psychologist- Miss Ruth Whaling (available by appointment)

Local Authority School Support Services

Pupil and School Support- Mrs Tracey Kenny

Communication and Autism Team- Miss Alison Tatem

Sensory Support Specialist Teacher (HI)- Mrs Liz Marshall
Sensory Support Specialist Teacher (VI)- Mrs Alison Cross
Physical Difficulties Outreach Support (Victoria School)- Mrs Maggie Kelly
Behaviour support (City of Birmingham School)- Ms Sarah Owen

Parent Partnership- Mrs Carol Parchment 0121 464 3136
Local Authority SEN Assessment (SENAR)- Marcia Turner 0121 303 9482
Local Authority SEN Review (SENAR)- Marcia Turner 0121 303 0823

Local Offer

Since September 2014 Local Authorities have been required to publish a 'Local Offer'. This offer tells you what the Local Authority can offer children with special educational needs and disabilities. Access to the local offer is designed to support parents of children with special educational needs in making decisions about the school they choose for their children.

Please click on the link below to view Birmingham Local Authority's Local Offer

www.mycareinbirmingham.com

Individual schools are required to publish a school SEND information report.

In addition to the LA local offer Green Meadow Primary School can offer;

- A designated SENCO in school 5 days per week (Mrs Cross).
- A team of designated SEND Teaching Assistants linked to each phase- Miss Gray (years 5 and 5), Ms Weeks (EYFS), Miss Appleby (years 5 and 6), Mrs Hayden Jones (years 3 and 4) and Mrs White (years 1 and 2).
- A designated Pastoral Manager (Mrs Robinson)
- A full time designated lead for Medical Needs in Schools (Mrs Cross)
- We can cater for the following categories of need- **Cognition and learning needs** Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD) **Social, Emotional and Mental Health** Social, Emotional and Mental Health (SEMH), **Communication and Interaction Needs** Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD) **Visual Impairment (VI), Hearing Impairment (HI), Physical Difficulty (PD)****
- A fully accessible site, including a lift, disabled toilet and personal care area, with shower.
- Teaching Assistants with specialisms in Makaton, Gross Motor, Social Skills and Social Interaction.*
- An independent Speech and Language Therapist in school once a week.*
- An independent Educational Psychologist in school 2 days per month.*
- A close relationship with the Reameadow Children's Centre Team Around the Family Core Group and Integrated Family Support Team.
- Established interagency working with teams such as the Communication and Autism Team, Pupil and School Support Service, Sensory Support Service, Allen's Croft Child Development Centre, CAMHs, Birmingham Social Care Team, SWEET project, Spurgeons

Beyond the Horizon, Birmingham Children's Hospital, Victoria Outreach for Physical Difficulties and many other outside agencies.

- Good relationships with local schools, nurseries and secondary schools which support transition arrangements, including meetings about key pupils, handover of all paperwork, transition books and one page profiles.
- Membership of the local consortium SENCO support network.
- The Soundfield System (to support pupils with hearing impairment) installed in all classrooms.
- Dyslexia and Autism friendly classrooms.
- ICT support and learning programmes to support pupils with Downs Syndrome.
- A designated teacher for Looked After Children (Mrs Cross).
- Five fully trained Senior Designated Members of Staff for Safeguarding and Child Protection (Miss Setchell, Miss Arrowsmith, Mrs Robinson, Miss Gray and Mrs Cross).
- A fully trained f CAF lead professional (Mrs Cross).
- Access for all pupils to a range of extra- curricular clubs (please see examples of after school clubs on the 'being active' section of our website). We also provide some additional groups to cater for specific needs including; lunch club, social skills groups and home learning support groups
- Pupils are included in monitoring their progress and provision through one-page profiles and a 4+1 question review system (for more information see our graduated response)

*subject to change

** all pupils are individuals and the Governing Body works with the Local Authority to respond to requests for placements in year on an individual basis

Partnership with Parents

As with all pupils the relationship between school and parents is vital. This is especially true of pupils with special educational needs. If your child has special educational needs/ disabilities and you are considering our school as a suitable placement, please make early contact with us so we can plan an effective transition for your child.

Once your child has started at Green Meadow we will welcome you into school for regular reviews of your child's progress (at least once per term, up to 6 times per year) and to meet with other professionals who support your child. As part of the review process you and your child will be asked to complete our 4+1 questions- What have we tried? What have we learned? What are we pleased about? What are we concerned about? What do we do next? Class teachers also complete these questions and we use the responses as part of a person centred review. Please see our graduated response for more information.

You are able to access support from members of the SEND team at weekly 'drop-in' sessions and at regular parent workshops to give information about interventions and home learning for pupils with special educational needs and disabilities. We also offer many opportunities for you to celebrate your child's successes and achievements, including; coffee mornings, celebration assemblies and performances. These experiences will also help you to build relationships with other parents and particularly other parents of pupils with special educational needs and disabilities. We work with many support groups, charities and agencies who can offer support for children with special

educational needs and their families, please make an appointment to see Mrs Cross (SENCO) or Mrs Robinson (Pastoral Support) to discuss types of support we can access for you and your family.

Please also see our Home School Agreement, available on the website.

Early identification and support

How do we identify special needs at Green Meadow? Please also see our graduated response.

We use many methods in school to identify and assess whether a pupil has special educational needs. Some of the ways include;

- Observations
- School based test results
- Information from parents and carers
- Information from the child
- Specialised assessments carried out by the SENCO and members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with other professionals who work with the child, including medical professionals

All pupils are tracked on a termly basis and underachieving pupils are identified. Initially these pupils will receive quality first teaching and differentiation from the class teacher and TA. At Green Meadow we also instigate more focussed wave 1 support in class at this point and your child may be part of a 'Closing the Gap' group with their class teacher or TA. This could entail pupils receiving pre and post tutoring of key concepts and lesson objectives or intervention groups during assembly times. You will be informed by your child's class teacher if they have concerns over your child's progress and if they are receiving additional support in class. The class teacher and parents may complete an initial concern form and a strengths and difficulties questionnaire. An initial observation will be carried out by one of the SEND team. If progress continues to be below expected levels they may become part of a wave 2 intervention group, which will offer targeted support in their area of need for 4- 6 weeks. This intervention will be monitored through individual targets and the school's provision map. At this point you may be invited to a meeting with the class teacher and SENCO to discuss a plan to support your child's needs. If a child still does not make expected progress a more individualised plan for learning will be initiated and referrals to other agencies may be made. All agencies will work together to form an integrated approach to planning the child's learning journey and assessment through the Education, Health and Care plan pathway may be considered. This is wave 3 provision. You will be included in all meetings with school staff and professionals from outside agencies to make a plan to support your child's needs.

How do we measure how effective this support is for pupils?

All children's progress, including those with special educational needs is tracked through the school's assessment tracking system. Pupils are assessed regularly using teacher marking,

observations and questioning as well as more formal methods of assessment including curriculum tests and standardised tests. We also use the Birmingham Local Authority maths and language and literacy toolkits which measure progress when a child is making smaller steps of progress in their learning. In addition for pupils with special educational needs we also set individual targets which are reviewed at least three times a year. All pupils are involved in this process and give their views on their individual progress and next steps in their learning. This helps us to monitor how well interventions and additional provision is working. At Green Meadow we monitor all our interventions through lead TAs who gather information from colleagues and report to the SENCO three times a year on the effectiveness of their specialist area. The SENCO then monitors progress made by pupils in each intervention and records this on the school provision map. This in turn provides information for the SENCO to present to the Head teacher and other members of the senior leadership team, the Governor with responsibility for SEND and in turn to the full Governing Body. We track the progress of our pupils with special educational needs alongside national expectations.

What do I do if I am unhappy about the support my child is receiving at Green Meadow?

Initially please contact the class teacher with any concerns about your child. If you still have concerns please make an appointment to meet with the SENCO.

Further concerns should be discussed with the Head Teacher and if you continue to have concerns please address these in writing to the Chairperson of the Governing Body.

For more information please see the complaints procedures policy.

We hope that this information will answer many of the questions you may have about pupils with special educational needs and disabilities at Green Meadow Primary School. You may also like to look at our SEND policy, Accessibility Plan, Equality Statement and Medical Needs in Schools Policy which are published on the website.

Please do not hesitate to contact Mrs Cross (SENCO) for further information on 0121 475 4505.