



High Meadow
Community School

Norton Road, Coleshill B46 1ES

01675 462312 admin2569@welearn365.com

SEND

(Special Educational Needs/Disability)

Information Report

(‘School Offer’)

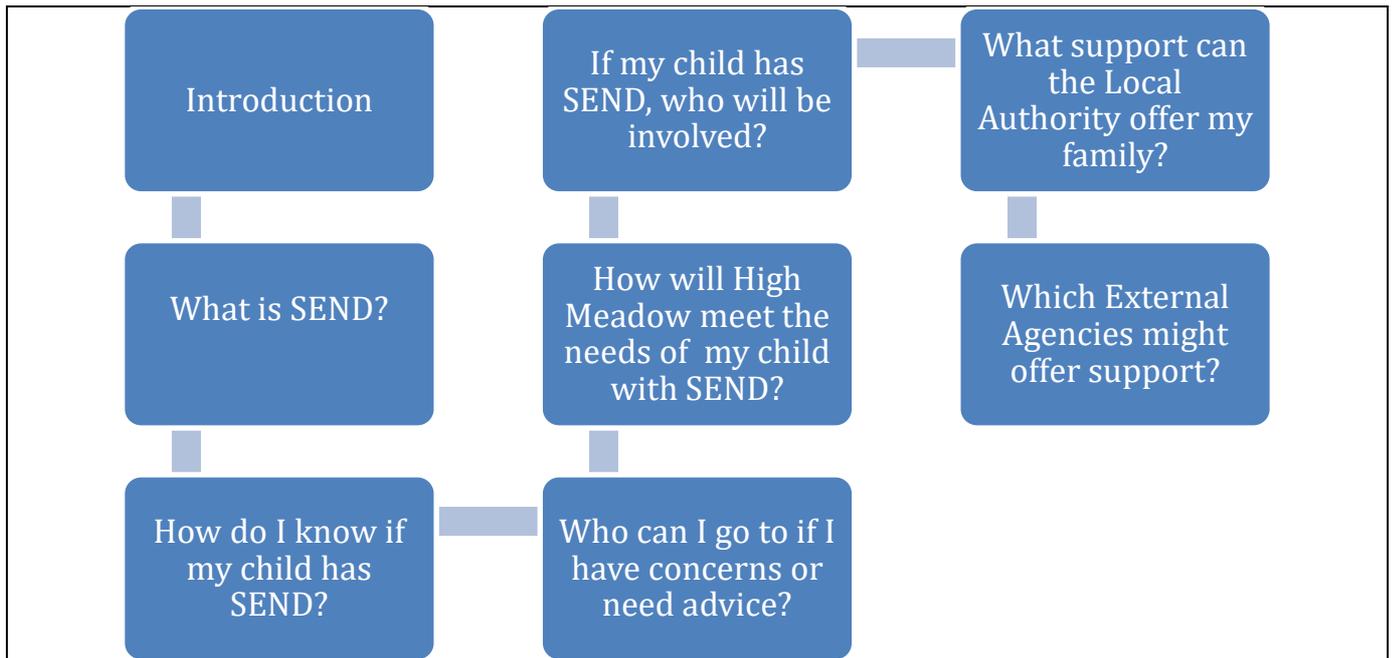
Date: January 2024

Next Review: On/before January 2025

This report should be read in conjunction with the school’s SEND Policy and other relevant policies to be found on the school website at

<https://www.highmeadowcommunityschool.co.uk/docs/policies/>

Contents





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Introduction

Changes to the **SEND Code of Practice in 2014** set out how children with special educational needs and disabilities (SEND) should be supported in schools. As part of this, schools have to provide an SEN Information Report (also known as a school 'offer') which sets out how the school will meet the needs of learners with SEND.

The key ideas of the Code of Practice (latest version 2015) are:

1. Young people and their families should be involved in discussions about the support they need, in planning provision and reviewing progress.
2. Education, Health and Care Plans (EHCPs) would replace Statements of Special Educational Needs for those with the highest level of need.
3. Previous categories of SEND in school would be replaced with **SEN Support** and **EHCP (Education Health and Care Plan)**.

High Meadow Community School believes all children should be respected and valued and we aim to give inclusive support for all children to enable them to achieve, feel happy and safe at school, participate fully and feel that they belong. **Quality First Teaching** in the classroom is the first, essential step but for some children there are times when more specialised support (in or out of the classroom) is needed to help them reach their full potential. We believe it is important to identify and support additional needs early. We maintain an informal additional 'layer' of support labelled 'Monitored' before children move onto the SEND Register – this may be children raised whose needs we are investigating further or children who have made progress and moved off our SEND Register but who we would like to monitor during this transition.

All pupils with SEND will

- Have a broad/balanced curriculum, adapted to meet individual needs
- Learn and make progress alongside their peers
- Be assessed using appropriate assessment tools and guidelines
- Have equal access to resources and provision

High Meadow is a mainstream primary school, for children from Nursery to Year 6. We provide schooling for any pupil for whom mainstream education is suitable, catering for pupils who have needs across the four broad areas of SEND (see page 6). We are an inclusive school and provide equal opportunities for all (please see school Admissions Policy for arrangements around the admission of disabled pupils, which can be found on the website). We celebrate the uniqueness of individuals and all children are encouraged to learn independently and co-operatively, embodying our Learning Powers. We also encourage them to care for themselves, others and their environment. We are a 'No Outsiders' and 'Trauma-informed' school. 'No Outsiders' promotes inclusive education and community cohesion. We encourage children to believe in themselves and to recognise/celebrate their strengths. It is our duty to look out for bullying, to deal with bullying allegations seriously and to take appropriate action promptly and effectively to stop it. Opportunities to discuss anti-bullying are also embedded within the curriculum. We also provide



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opportunities for pupils (at an age-appropriate level) to learn about some needs in the hope of fostering understanding and positive attitudes towards diversity.

We hope that the following information will explain the provision available at our school for pupils with SEND but if you need further information, please contact our Special Educational Needs Co-ordinator (Tina Kirkwood) on 01675 462 312.

What is SEND?

SEND stands for **Special Educational Needs/Disability**. A child may have a physical barrier to learning, such as a visual impairment, a diagnosed condition such as Autistic Spectrum Condition or communication/learning/emotional/social difficulties which need educational provision to be adapted to meet their individual needs. This is provision that is **additional to, or different from, that made generally for others of the same age**, beyond the quality first teaching we provide for all pupils. For example, having tried a number of different approaches in the classroom, a child might still be having difficulties with an aspect of their learning or another area. Additional support might be in/out of class and it may/may not require involvement of specialist staff or external support services.

How do I know if my child has SEND?

Additional needs can be highlighted in a number of ways:

Concerns raised by parents/carers

If parents/carers raise concerns with the teacher/SENDCo, additional/different targeted support might be put in place for an agreed period and reviewed at the end of that time to find out what progress has been made. If this progress is not as expected, a discussion might be held between the teacher/SENDCo and parent/carer to decide whether the support will be changed, whether the child needs to go onto the **school's SEND Register** or whether support from an outside agency is needed.

If you have concerns that your child has Special Educational Needs or a Disability you should first talk to their teacher. If your child is still not making progress, you/their teacher may need to talk to the SENDCo to plan more targeted support and decide on next steps.

Concerns raised about progress by teachers

School staff are always monitoring children's progress in learning and adapt activities and approaches to remove barriers to learning as part of usual classroom practice. They will also monitor social and emotional/physical aspects. Teachers will talk to parents/carers about any concerns they have. If what has been provided has not helped children make expected progress, staff will talk to the SENDCo (Special Educational Needs/Disabilities Co-ordinator) about what



High Meadow
Community School

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might be tried next. The SENDCo will usually observe, meet the child or carry out small assessments to find out more. In discussion with parents/carers, it might be decided that the child needs to be placed on the school's SEND Register or that outside agency support is needed.

Concerns will be discussed during Pupil Progress meetings between teachers/SENDCo/Senior Leaders.

Concerns raised through analysis of school progress data

Ongoing assessments can sometimes highlight difficulties that children are experiencing in their learning. These difficulties will be supported in class or through additional/different support and if progress is not as expected, school staff will talk to parents/carers about next steps (as above).

Children join High Meadow with identified needs

Settings share information so that transition is smooth. An identified SEND will be passed on to School, along with relevant records. There might be a conversation between the SENDCos or teachers at settings if more information is needed or a visit to the previous setting might be undertaken.

Concerns raised by school staff/other professionals about a specific need

The teacher/SENDCo would put support in place within the classroom or through targeted intervention, discuss this concern with parents/carers and consider next steps.

If my child has SEND, who will be involved?

Your SENDCo

The school's SENDCo is Tina Kirkwood, who can be contacted at: senco2569@welearn365.com or by telephone: 01675 462 312.



Usual working pattern (however, this can occasionally be subject to change):
Monday/Wednesday/Friday – am
Tuesday/Thursday – pm

'As SENDCo, I work closely with parents, school staff, governors and colleagues in other agencies/settings to support our children. I have responsibility for coordinating the provision made for children with Special Educational Needs and Disabilities and supporting the school's planning for development in this aspect. I work with staff to remove barriers to learning, to help children make progress, and I monitor the impact of the support we offer. IEP (Individual Education Plan) meetings take place regularly but if parents have any questions, they can telephone, email or make an appointment to speak to me between these meetings. As a class teacher for many years, I have experience across a number of age groups. I hold the National Award for SEN Co-ordination (NASENCo) and I continue to develop my own expertise through attendance at



High Meadow
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Warwickshire SEND Network meetings, discussion around the Local Offer and a range of professional development opportunities.'

Class Teachers

Before any children are identified as having a special educational need/disability, class teachers make sure that teaching/resources/environment are suited to pupils' needs, making any adaptations before raising a concern with the SENDCo – these adaptations might be in the level/type of task, the way learning is approached, the use of environment/resources, or the way that staff support/motivate the child. Once a SEND has been identified, teachers will work with the SENDCo, parent/carers and pupils to discuss the outcomes that we hope to achieve and the provision needed to meet those outcomes, liaising with teaching assistants as needed.

Headteacher

The Headteacher is responsible for leadership and management for all aspects of the school.

Teaching Assistants

Teaching Assistants (TAs) may support your child on a 1:1/small group basis, under the guidance of the Class Teacher/SENDCo, or they may work with others in the class to allow the teacher to work directly with your child 1:1/as part of a smaller group. Any intervention will be designed by the class teacher/SENDCo and implemented by teaching assistants or teachers for a targeted period of time to help your child make greater progress.



Areas of Need

The **SEND Code of Practice (2015)** identifies **4 areas** of Special Educational Need/Disability:

Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use 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 and young people with Autistic Spectrum Condition (ASC), 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.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and 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.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</p>
Social, Emotional, and Mental Health	<p>Children and young people may experience a wide range of social and emotional difficulties which show 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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.</p>
Sensory and/or Physical	<p>Some children and young people 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 change over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>

How will High Meadow Meet the Needs of My Child with SEND?

How does the school assess and review progress for children with SEND?



High Meadow Community School

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Progress meetings are held termly during which targets are set and the progress of children with identified SEND is analysed. In addition to this, staff keep ongoing records for identified individuals. The school has an open-door policy and the SENDCo is available to discuss any concerns that parents may have. Class teachers are available by appointment to discuss progress, concerns or for advice on how to support children at home (please contact them via the school office at: admin2569@welearn365.com).

What is the school's approach to teaching children with SEND?

Firstly, an emphasis is placed on quality first teaching, adapted to support the needs of all children within the classroom. All staff receive training around appropriate adaptation and it is through this approach that we aim to meet the majority of needs. However, there may be times when whole class teaching does not best meet the needs of specific children and the school may then make alternative provision through some small group/1:1 teaching. Placement of children into small group/1:1 teaching is at the discretion of the school and will be allocated based on level of need and availability of resources. All staff have the highest expectations for pupils with SEND and we work on a 'just-right challenge' approach that starts from what pupils know already and what their next steps will be. Within support offered, we continue to encourage pupils to develop their independence. Information is shared amongst staff to ensure that your child's needs are known and understood. Records are kept and your child's needs/provision are discussed as part of a transition meeting when they move to a new year group or to work with a new member of staff. We recognise that transitions can be difficult for our vulnerable pupils and activities/strategies are put in place to ensure that this goes as smoothly as possible. In line with our Relationships and Behaviour Policy, we recognise that all types of behaviour are a form of communication and we understand that relationships are key to effective provision.

How does the school adapt the curriculum, assessments and learning environment for pupils with special educational needs?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. This may include adaptation of furniture/resources/display to remove barriers to learning, for instance adaptations to technology/seating in order to support hearing impairment or adaptations to text/environment to support visual impairment. We have two disabled toilets in school; one within the main school and one within 'The Burrow'. The majority of the school building and all playground areas are accessible. The school takes account of guidance within government information for access arrangements to adapt assessment procedures, where needed.

What additional support for learning is available to pupils with special educational needs?

The school provides learning, social and emotional interventions using staff in school or external agencies. Children are allocated specific intervention based on needs discussed within termly IEP meetings and data reviewed in termly progress meetings at the discretion of Senior Leaders and the SENDCo, in collaboration with the class teacher, parents/carers and children. The staff



High Meadow Community School

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responsible for Looked-after children/children Previously Looked-after are Ms Kirkwood (SENDCo) and Mrs Garbett (Deputy Headteacher). They liaise with professionals in the 'Virtual School', support provision and monitor progress.

Waves of Intervention

The school provides a '**graduated**' (in stages) response depending on needs. These are sometimes referred to as 'waves' of intervention.

Wave 1: Universal (for all)

Work is set by teachers at a suitable level for all children (Quality First Teaching), based upon a detailed knowledge of current understanding and needs. Teachers choose methods which take into account pupils' views and interests when planning activities. A variety of recording methods might be used, along with visual prompts, scaffolds (eg a writing frame, sentence starters) and apparatus. Same day booster sessions might be used as a catch-up in maths and English.



Wave 2: Targeted

Small group/1:1 interventions are delivered by teachers/the SENDCo/teaching assistants eg Lego Therapy, Time to Talk, Precision Teaching, phonics/maths support, frequent reading, social/emotional support, motor skills/physical activities or previewing/reviewing learning. A wider range of visual prompts, scaffolds and apparatus/aids might be more personalised. The environment may be adapted to support specific needs eg use of a quiet space or a workstation. The curriculum might be further adapted to encourage success. An IEP (Individual Education Plan) will be written. A Pupil Profile might be written to inform all those working with the child of needs/strategies. We use robust assessments, such as the Sandwell Numeracy Assessment, in order to pinpoint strengths and areas of need so that interventions can be carefully targeted.



Wave 3: Higher needs

A more individualised type of support may include:

- work with an external agency to support learning, physical/social skills /emotional well-being or family support
- 1-1/paired work with a teacher, teaching assistant, specialist teacher or the SENDCo, which may focus on a child's individual targets eg Speech and Language, motor skills, sensory activities.

How does the school evaluate its provision for SEND?

Provision for children with SEND is set out on a termly basis and reviewed in the same way as provision for all children in the school, through monitoring of progress in pupil progress meetings. In addition to this, the SENDCo/Class teachers hold termly IEP meetings with parents/carers. Together, we review progress and plan provision based on needs, the impact of intervention and analysis of attainment/progress data. There is an identified governor responsible for SEND (Mr Glenn Farrelly) who monitors the effectiveness of provision in school. The SENDCo and Senior



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Leadership Team are involved in regular monitoring of whole class, small group and 1:1 provision. For pupils with an EHCP, we will ensure that the provision detailed within their Plan is in place and we will monitor its effectiveness.

What provision does the school make for children with identified medical needs?

Where children have identified medical needs that might require action or medication to be administered in school, they will have a specific care plan produced by School, in collaboration with the parent, and sometimes the school nurse or identified medical practitioner.

What activities are available for pupils with special educational needs or disabilities in addition to the curriculum?

Every activity that is offered at whole school level will be available to children with SEND and some may be implemented in response to their views/needs, under the direction of the Senior Leadership Team/SENDCo/Class teachers. Additional support may be required from either school staff, staff from external agencies or parents in order for some children to access an activity safely or successfully.

What support is available for improving the emotional and social development of pupils with special educational needs and disabilities?

High Meadow works very closely with a range of external agencies (see list on page 12) to provide extensive social and emotional support where needed. Meetings are regularly held with parents of children with a high level of need and we endeavour to support the family, where appropriate, as well as the individual child. Children have the opportunity to share wellbeing concerns and may have a designated 'trusted adult' with whom they 'check-in' emotionally or share/celebrate achievements. Staff have undergone extensive trauma-informed professional development, including Protective Behaviours and Emotion Coaching so that the well-being of pupils and adults underpins all aspects of our approach. A 'Wake-up to Well-being' club or other form of meet-and-greet transition support might be implemented and there are a range of social/emotional interventions in place such as 'Talkabout' and 'Boomerang.' We have Kindness Monitors who provide peer support.

What will happen if my child requires more support than the school is able to provide within its existing resources?

Schools are provided with some funding to meet the needs of pupils with SEND. Top-up funding can be requested through an **Education Health and Care Needs Assessment** (EHCNA) request, where the support required for a pupil's high needs costs in excess of £6000. This process can be lengthy and evidence of the graduated approach, along with the need for a higher level of support must be provided. It may/may not result in an **Education Health and Care Plan** (EHCP) being created. More information about this process can be found on the Local Authority offer at:

<https://www.warwickshire.gov.uk/requestehcassessment>



High Meadow Community School

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If School feel that an EHCNA is the next step for your child or if you feel that such a significant level of support is needed, this can be discussed between you and the SENDCo and the best course of action decided upon. There is a presumption that most SEND needs can be met within mainstream schools so in most cases an EHCP would support your child in their current school.

How does the school train its staff to support children with SEND?

The school provides continuous training dependent on staff/pupil need. Where specific training needs are identified, external expertise may be sought. High Meadow may use the services/resources of the Speech and Language Therapy Service, Specialist Teacher Service and EPS (Educational Psychology Service) to support staff development. Within the school there are some staff members trained in supporting emotional/mental well-being, speech and language therapy, Team Teach and Precision Teaching.

How does the school involve parents of children with SEND?

On a termly basis the school will offer all parents of children with SEND an opportunity to discuss their child's needs. In addition to this, parents of children with Education, Health and Care Plans (EHCP's) will be invited to a formal annual review of the plan and provision put in place based on objectives held within the Plan. Parents are welcome to request an appointment with the SENDCo between these meetings. IEPs and Pupil profiles are written collaboratively between Home and School, with regard for children's views. We would like you talk to us regularly about what is happening at home so that we can share what is working well at school and give ideas about how you might help at home. Your support is vital in helping children to progress.

How does the school involve children with SEND in decisions made about their provision?

Where formal plans are in place, children's views are sought at reviews. Children's targets are reviewed in class with their class teacher/key adult. Wherever possible, we take account of children's views and interests when planning provision to meet their needs. School Council representatives take the views of all children to regular Council meetings.

How does the school make provision for those children with SEND transferring to secondary school or other settings?

Transition plans will be implemented for children with an Education Health and Care Plan at transition to other settings. For other children with SEND, transition will be managed on a needs basis. When children are preparing to go on to secondary school, we work closely with our receiving school to put plans in place for all vulnerable children, which may include additional visits to the setting or our school to become more familiar with environment and new staff. When children leave to attend other settings, the SENDCo is responsible for passing records on to the receiving school to ensure that the best provision is made for the child in their new setting.



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Who can I go to if I have concerns or need advice?

If you have concerns around your child's academic progress your first point of contact should be the class teacher. If concerns are more specifically around SEND then contact the school's SENDCo, Tina Kirkwood.

These staff members can also support with concerns around well-being and are contactable through the School Office via admin2569@welearn265.com :

Early Years/Foundation Stage Leader – Claire Jackson
Deputy Headteacher – Lyndsey Garbett
Headteacher – Mel Brown

What are the complaints arrangements for parents of children with SEND?

The school has a separate complaints policy which is available on the school website at: <https://www.highmeadowcommunityschool.co.uk/docs/policies/> or upon request from the school office.

What support can the Local Authority Offer My Family?

As part of the SEND Code of Practice (2015), the Local Authority has to publish a 'Local Offer', which details the SEND support/services available within Warwickshire. It can be found at:

<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>

The **SEND Information, Advice and Support Service (SENDIASS)** provide impartial support to parents and children/young people:

Phone: 01788 593 159

Email: warwickshiresendiass@barnardos.org.uk

Website: <https://www.barnardos.org.uk/get-support/services/warwickshire-sendiass>

The **Family Information Service** can provide additional support:

<https://www.warwickshire.gov.uk/childrenandfamilies>

Email: fis@warwickshire.gov.uk

Tel: 01926 742 274



Which External Agencies Might Offer Support?

<p>Educational Psychology Service (EPS) Carrying out assessments with children and giving advice Meeting with Parents and Staff to set and review targets Offering staff training Advising on specific difficulties such as dyslexia, sensory processing or autism</p>	<p>Speech and Language Therapy Service (SaLT – NHS) Offering assessment and therapy for speech, language and communication needs.</p> <p>Coventry Autism Support Service Offering support for those diagnosed with Autistic Spectrum Condition or awaiting a diagnosis.</p>	<p>Integrated Disability Service (IDS) Includes:</p> <ul style="list-style-type: none"> • Child Development Service for pre-school children with complex needs. <ul style="list-style-type: none"> • Pre-School Service. • Physical Disability Team, which includes Occupational Therapy and Specialist Teachers/an Inclusion Assistant to support independence at home/school. • Hearing and Complex Needs Team.
<p>Occupational Therapy Service (NHS) Carrying out assessments and offering advice to School/Home around difficulties such as balance, posture, co-ordination and motor skills</p>	<p>School Nursing Service (NHS) Advising School/Home on health and well-being issues</p>	<p>Ethnic Minority and Traveller Achievement Service (EMTAS) Offering advice and resources to support Newly-Arrived, Traveller Children and children with English as an Additional Language</p>
<p>Specialist Teaching Service (STS) School observation and advice around cognition and learning, speech/ language/ communication, including specific language disorder and selective mutism, social communication and interaction (including Autism) and social/emotional/mental health needs</p>	<p>RISE (Child and Adolescent Mental Health Service – CAMHs)/Specialist Assessment Services/Primary Mental Health Service (PMHS) Referrals for investigation of autism, ADHD and similar issues (dependent upon GP location) Advising on emotional/mental health issues</p>	<p>Family Information Service (FIS) Providing information, advice and one-to-one support for families with children and young people aged 0 to 25 across Warwickshire on issues including:</p> <ul style="list-style-type: none"> • family relationships • finance • housing • parenting support • special educational needs and disabilities (SEND) • childcare • health and wellbeing
<p>In-house Speech and Language Therapy (Pepper Therapy SaLT) Offering assessment and therapy for speech, language and communication needs. We are currently commissioning weekly support which works flexibly alongside NHS services.</p>	<p>Early Help Support for potentially vulnerable children, young people and their families, to put in the right support at the right time so that problems are less likely to escalate.</p>	
<p>Sycamore Counselling (Play Therapy) Working with children around mental health and well-being</p>	<p>Specific support for Looked-after/Previously Looked-after Children Virtual Schools and Post-adoption support/Family Support agencies</p>	
<p>Other external agencies and voluntary organisations might be drawn upon in addition to those mentioned here.</p>		