



The Meadow Community Primary School and Pre-School

Curriculum position statements – September 2021

SEN

Historical

Children with SEND at The Meadow have historically received excellent support in their area of need, through the delivery of a wide range of interventions by a dedicated team of highly trained SEN LSAs. In light of changes to budgets, staffing structure and the 2014 SEND Code of Practice, class teachers are now responsible and accountable for the progress and development of the pupils in their class. Working closely with teachers, we consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

We have excellent working relationships with a wide range of external agencies and professionals and are in regular contact with them, commission them to carry out specialised assessments and offer support and advice to the school, families and pupils.

In light of the 2014 changes, all of our students have now transferred from statements to EHCPs.

Our school has a local offer which is updated annually and published on the school website.

Current

- There are currently 54 pupils / 13% of pupils attending the school are on the SEN register. The national average is 12.2%.
- 8 pupils have an EHCP and 11 pupils currently receive top-up funding.
- 4% of pupils at the school receive funding either via an EHCP or Top-Up Funding. The national average is 3.7%.
- 3 pupils are currently awaiting a decision on funding from SENA.
- Outside agency support during 2020-2021: 41 pupils received support from outside agencies during the autumn term; 29 pupils received support from outside agencies during the spring term (the reduction in numbers was due to a national lockdown); 46 pupils received support from outside agencies during the summer term.
- We currently support pupils with areas of need in: communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and physical needs and disability and other medical conditions.
- We have experience in supporting pupils in a range of areas: anxiety, asthma, attachment disorder, ADHD, ASD including Aspergers, Makaton, CAMHS, challenging behaviour, Downs Syndrome, dyslexia, dyspraxia, epi-pen, epilepsy, fine motor skills, hearing impairment, language impairment (EAL), moderate learning difficulties, other physical disabilities, physical difficulty affecting mobility, specific learning difficulties, speech and language difficulties and visual impairment.
- Children from the school receive support from the following agencies: Autism Outreach Team; Educational Psychologist; CAMHS (Child and Adolescent Mental Health Service); Social Services; Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing Impairment/Visual Impairment); Paediatricians; Health Visitors / School Nurse; ADHD Solutions; Birkett House Outreach; Oakfield Outreach; Specialist Teaching Service; Counsellor; Family Support Worker and the Primary Behaviour Forum.
- Each child has a One Page Profile which details what people like and admire about a pupil; what is important to the pupil and how best to support the pupil. This document is updated annually.



- In collaboration with children and parents, class teachers review and set targets for pupils on the SEN register three times a year and update and review each child's individual provision map.
- The SEN provision map is updated termly.
- The children from The Meadow have excellent transition support to our main feeder school Wigston Academy.
- Coffee and chat mornings are held for parents to meet the staff supporting their child on a 1-1 basis.
- SEN clinics are held for parents to come in and discuss concerns they might have with their child.
- Regularly monitor children strengths and difficulties through the use of the Goodmans SDQ.
- The attendance of pupils on the SEN register is monitored each half term.
- The Symphony on Track assessment system is used to monitor the writing progress of pupils on the SEN register.
- PIRA and PUMA data of SEN pupils is analysed on a termly basis.
- Individual monitoring grids are completed for all pupils in receipt of 1-1 support.
- To support professional development, staff have been provided with a fully comprehensive list of training courses and opportunities.

Data

- At the end of summer term 2021, following repeated extended periods of time locked down teachers used their teacher assessments to judge the attainment of SEN pupils.
- At the end of Key Stage 2 0% of pupils with SEN achieved the expected level in combined reading, writing and mathematics compared to 85% of those pupils with no additional SEN. 33.3% of pupils with SEN achieved the expected standard in reading compared to 82% of those pupils with no additional SEN. 33.3% of SEN pupils achieved the expected standard in writing compared to 82% of those pupils with no additional SEN. 33.3% of SEN pupils achieved the expected standard in maths compared to 80% of those pupils with no additional SEN.
- At the end of Key Stage 1 20% of pupils with SEN achieved the expected level in combined reading, writing and mathematics compared to 75% of those with no additional SEN. 20% of pupils with SEN achieved the expected standard in reading compared to 81% of those pupils with no additional SEN. 20% of SEN pupils achieved the expected standard in writing compared to 56% of those pupils with no additional SEN. 20% of SEN pupils achieved the expected standard in maths compared to 79% of those pupils with no additional SEN.
- 43% of Year 1 pupils on the SEN register passed the Year 1 phonics screen compared to 88% of those pupils with no additional SEN.
- 65% of pupils assessed using the Goodmans SDQ had scores that declined over the year.
- 90% of pupils on the SEN register improved their standardised scores on the NTS/PIRA assessment during 2020-2021 with an average standardised score improvement of 14 points.
- 83% of pupils on the SEN register improved their scores on the NTS/PUMA assessment during 2020-2021 with an average standardised score improvement of 8 points.

Future aspiration

- To continue to complete support plans to apply for SEN Intervention Funding and EHCPs using the new templates and criteria for all children that fulfil the criteria and continue to gather evidence and support from families and external agencies to reapply for extensions for top-up funding as and when appropriate.
- In light of the Symphony Assessment System, it is essential that SEN children's small step progress is closely monitored and interventions are adapted accordingly.
- To ensure that the additional interventions that children on the SEN register participate in are recorded throughout their journey at school through thorough use of Individual Provision Maps.
- To meet with class teachers each term to discuss and consider support for pupils on the SEN register.
- Provide a range of different training opportunities for new staff members and current staff members to ensure that staff feel confident supporting children with a range of needs and that the children with SEN receive the greatest support.
- To arrange opportunities for staff to meet with the school's Educational Psychologist for advice on how best to support pupils in their class.

- Following feedback from a SEN questionnaire sent to parents, develop an area on the school website that signposts support for parents to a range of areas of SEN; create a guide for parents of interventions available at the school; increase the number of SEN clinics for parents and structured conversation opportunities for parents to talk to staff about the needs and support provided for their child.
- Arrange training in the area of Emotion Coaching.
- Implement new interventions focusing on the development of fine motor skills and anxiety.
- Following the lifting of Covid-19 restrictions, spend time carrying out learning walks and book scrutinies to ensure that children with SEND are being supported appropriately.