



The Meadow Community Primary School
School Information Report (Local Offer)
A Guide for Parents: September 2021

At The Meadow Primary School we strive to support **all** children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Key Information	
School Name	The Meadow Community Primary School
Address	Meadow Way, Wigston, Leicester, LE18 3QZ
Telephone Number	0116 2887227
Executive Head Teacher	Mr M Brookes
Head Teacher Contact Details	admin@meadowcommunity.leics.sch.uk
SENCO	Mrs Zoe Rudd
Website Address	www.meadowprimaryschool.co.uk
Twitter Details	TheMeadow@meadowcommunity
Age Range of Pupils	4-11
Last Date of Inspection	28 th November 2017
Outcome of Last Inspection	Requires Improvement
Does the school have a specialist designated unit	No
Total number of students with SEN and disabilities	54
Total number of students receiving additional learning support	54
Schools SEN Information Report Reference 2016	AF170945
Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND	
<p>The Meadow Community Primary School is a mainstream setting that is part of the Symphony Learning Trust. We believe it is important to provide a happy, caring environment where every child is encouraged to be confident and excited about meeting new challenges and to strive towards excellence in all they do. It is our belief that children should enjoy their school, find satisfaction in their achievements and realise their potential to the full. The leadership team regularly invest time and money in training staff to improve provision for all pupils. We work closely with a range of external agencies which enable us to support pupils with a range of SEN. Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, 	

speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

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.

2. What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

At The Meadow Community Primary School a range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. Children are identified as having SEN through a variety of ways, when despite receiving quality first teaching and differentiated learning opportunities they:

- Make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness.
- Fail to match or better the child's previous rate of progress
- Fail to close the attainment gap between the child and their peers
- Show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school.
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Display communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

In these cases, additional assessments are carried out in school and used to help us identify the specific need of the child and appropriate targeted support. Children may also be identified as having SEN through a variety of further ways including the following:

- Liaison with previous school/nursery
- The progress of all pupils is monitored regularly by class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.
- If parents/carers have concerns about the progress, attainment or social and emotional well-being of their child they should in the first instance speak to their child's class teacher, SENCO or Headteacher to discuss their concerns. Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.
- When the school identifies the need for additional intervention to enable a pupil to make expected progress, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- ❖ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ❖ We take into account the parents' concerns
- ❖ Everyone understands the agreed outcomes sought for the child
- ❖ Everyone is clear on what the next steps are
- If the pupil meets the criteria for special educational needs or disabilities (SEND), an Individual Support Plan (ISP) will be created with the parents and pupil, detailing the targets and support the pupil will receive; a copy of this will be provided to parents. In addition to this, a one page profile will be written in collaboration with the child, the child's family and the child's peers to outline the pupils areas of strength and needs and how best to support them.
- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention- Inclusion Support Team; Health including – GPs, school nurse, paediatricians, hearing impairment team, visual impairment team, speech & language therapists; occupational therapists; social services including - social workers, Autism Outreach, ADHD Solutions, Specialist Teaching Service, Birkett House Outreach and Educational Psychologists, CAMHS, Primary Behaviour Forum and Counselling services.
- Our policies can be viewed on the school website: <https://www.meadowprimaryschool.co.uk/our-school/policies-and-statements>

3. How will you evaluate the effectiveness of your provisions for pupils with SEND?

- We evaluate the effectiveness of provision for pupils with SEN by:
 - ❖ Reviewing pupils' individual progress towards their goals each term
 - ❖ Reviewing the impact of interventions each half term
 - ❖ Using pupil questionnaires
 - ❖ Monitoring by the SENCO
 - ❖ Using provision maps to measure progress
 - ❖ Holding annual reviews for pupils with EHC plans
- Each pupil's education programme will be planned by the child's class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistant in class.
- If a pupil has needs related to more specific areas of their education such as spelling, handwriting, maths and literacy skills etc. then the pupil will be placed in a small group. This will be delivered by a trained learning support assistant. The length of time of the intervention will vary according to need but will generally be for a term. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the programme and to inform future planning. These interventions will be recorded on the school provision map and pupil's individual provision map.
- Occasionally a pupil may need expert support from an outside agency such as Speech and Language Therapy service, Paediatrician etc. A referral will be made, with parental consent and forwarded to the most appropriate agency.
- The trustees of the Symphony Learning Trust and local governors at The Meadow Primary School are responsible for entrusting a named person, Mr M Brookes to monitor Safeguarding and Child Protection procedures.

4. What arrangements do you have for assessing and reviewing the progress of pupils with SEND?

- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- The class or subject teacher will work with the SENCO 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 and attainment or behaviour
 - ❖ Other teachers' assessments, where relevant
 - ❖ The individual's development in comparison to their peers and national data
 - ❖ The views and experience of parents
 - ❖ The pupil's own views
 - ❖ Advice from external support services, if relevant
 - ❖ The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the 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.
 - As a school we measure children's progress in learning against national expectations and age related expectations.
 - The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry using a variety of different methods.
 - Children who are not making expected progress are picked up through regular review meetings with the class teacher and the Heads of School. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
 - Pupils who participate in additional interventions will have their progress monitored through the use of monitoring group grids.
 - Parents and carers will be able to discuss their child's progress at Parents' Evenings.
 - Your child's class teacher will be available to discuss any concerns parents/carers may regarding their child. Appointments can be made with the class teacher or SENCO at the school office. Any interventions that take place are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
 - Pupil progress meetings are held regularly. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential areas of concern in order for further support to be planned and implemented.

5. What is your approach to teaching pupils with SEND?

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.
- Learning Support Assistants may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs.
- The school takes into account recommendations from outside agencies when adapting teaching to meet specific needs.

6. How will you adapt the curriculum and learning environment for pupils with SEND?

- All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might be through differentiation, grouping, 1:1 work, teaching style, content of the lesson, adaptation of resources and staffing etc.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- If a child has been identified as having a special need, they will be given an Individual Support Plan (ISP). Targets will be set accordingly to their area of need. These will be monitored by the class teacher regularly and by the SENCO three times per year. ISPs will be discussed with parents and a copy will be given to them. If appropriate specialist equipment will be given to the pupil, e.g. specific seating, writing slopes, pencil grips, specialist scissors or cutlery etc.
- It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Learning Support Assistants. Class teachers' planning includes where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEND during a sequence of lessons. Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and strategies including talk work and 'talk partners' so learners are able to support each other. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability grouped or mixed ability encouraging pupils to support each other.
- Our school is suitable for children with physical disabilities because of its design and facilities. Wheelchair access is provided by dropdown kerbs and in the foyer there are disabled toilet facilities. We have ramps from cloakroom areas to playgrounds.
- The school has a disabled parking bay.
- We have an Equality Policy in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010 and is available on the school website.
- We make suitable adjustments to the school building where possible and provide a range of additional resources for SEN pupils (e.g. enlarged texts, reading books, maths equipment, ICT, coloured paper etc).
- We liaise with the Specialist Teaching Service to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

7. How will you provide additional support to aid the learning of pupils with SEND?

- All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- If a child has been identified as having a special need, they will be given an Individual Support Plan (ISP). Targets will be set accordingly to their area of need. These will be monitored by the class teacher regularly and by the SENCO three times per year. ISPs will be discussed with parents and a copy will be given to them. If appropriate specialist equipment will be given to the pupil, e.g. writing slopes, pencil grips, specialist scissors or cutlery.
- Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the child's class teacher, another member of teaching staff and/or a learning support assistant; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils.
- We work with a wide range of outside agencies to provide support for pupils with SEN including:

Behaviour Intervention- Inclusion Support Team; Health including – GPs, school nurse, paediatricians, hearing impairment team, visual impairment team, speech & language therapists; occupational therapists; social services including - social workers, Autism Outreach, ADHD Solutions, Specialist Teaching Service, Birkett House Outreach and Educational Psychologists, CAMHS, Primary Behaviour Forum and Counselling services.

8. What activities are available for these pupils, in addition to those available in accordance with the curriculum?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and residential visits. We will provide the necessary support to ensure that this is successful. A list of enrichment days and activities for each year group can be found in the School Prospectus.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. Where there are concerns for safety and access, further detail is added to the risk assessment to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- The school offers a wide range of extra-curricular activities and clubs which are made available to all pupils.
- Learning support assistants provide 1-1 support for pupils with a high level of need at playtime/lunch times.
- Our Accessibility Plan details further information about how we support pupils with disabilities: <https://www.meadowprimaryschool.co.uk/our-school/policies-and-statements>

9. What support is available for improving the emotional and social development of pupils with SEND?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Route to Resilience, Personal, Social, Health and Citizenship Education (PSHCE), Social, Moral, Spiritual and Cultural (SMSC) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.
- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Head Teacher and SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and /or the Behaviour Support Team.
- The school has a counsellor who offers one-to-one supportive therapy, with pupils typically referred through their parents and class teachers. Our counsellor works under the direction of our Head of School.
- Clubs and access to the conservatory are available for those who find lunchtimes a challenge.
- We operate a breakfast club before school to support children with the transition from home to school
- Pupils with SEN are encouraged to be part of the school council
- A number of staff are trained in delivering Lego Therapy which promotes teamwork/building friendships
- We can deliver a variety of programmes as recommended by a range of external agencies for supporting and improving emotional and social development of pupils, e.g. Circle of Friends,

Funtimes and The Amazing Five Point Scale.

- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- Pupils' views are sought through the school and class council.
- Children who have ISPs (Individual Support Plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children and act upon responses where appropriate.
- Attendance of every child is monitored on a daily basis by the administration department. Lateness and absence are recorded, reported and acted upon, where necessary, by the Heads of School.
- We have a zero tolerance approach to bullying.

10. How does The Meadow Primary School manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines and is available on the school website.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Administration Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Six members of staff have received recent Epi-pen training.
- All staff have basic first aid training, four members of staff are fully qualified first aiders and one member of staff is qualified in First Aid at Work.

11. Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning.

We believe that it is of paramount importance to involve all parents in their child's education. We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher with ease. In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact Mr Brookes our Executive Head Teacher or Mrs Rudd our SENCO. There are a number of agencies that offer support to parents too:

- SENDIASS (Special educational needs and disability information, advice and support service) - <http://www.leics.gov.uk/parents.htm>
- IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk

12. What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?

- The Leadership team regularly invest time and money in training staff to improve Wave 1 provision for all pupils, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).
- The Special Educational Needs Co-ordinator (SENCO) has 18 years SENCO experience and is a qualified and experienced teacher as well as receiving ongoing SEN training in specific areas.
- We have two ELKLAN trained speech and language staff.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, ADHD, Autism, speech and language needs etc
- The SENCO's from the Symphony Group of schools meet at least termly to monitor and discuss any issues or national initiatives about SEND.

- The school SENCO attends the termly SENCOnet meetings to keep up to date with changes.
- The school has access to a range of external services to support both staff and pupils. The agencies used by the school include:
 - 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
 - Primary Behaviour Forum and Outreach
 - Specialist Teaching Service
 - Counsellor
 - Family Support Worker
- The school commissions support from the Educational Psychology Service throughout the year. The psychologists normally work directly with pupils whose needs are felt to be quite considerable and have not responded significantly to the interventions previously put in place for them. This involvement is generally planned at regular review meetings.
- In order to help understand the pupil’s educational needs better, the psychologist will generally meet or telephone the parent and give feedback after the assessment has been completed. He will offer advice to the school and the parent/carers on how best to support the pupil in order to take their learning forward.
- Referrals are made to organisations such as ‘Early Help’ when deemed appropriate.

13. How will equipment and facilities, to support these pupils, be secured?

- The SEN budget is allocated each financial year. The money is used to provide additional support and resources dependent on an individual’s needs.
- We ensure that all children who have Special Educational needs are met to the best of the school’s ability with the funds available.
- Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the pupil and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO oversees all additional support and regularly shares updates with the Leadership Team.
- When appropriate, a support plan and request for top-up funding (Intervention Funding) or statutory assessment will be completed. This will be carried out whilst working closely with parents and ensuring the views of the pupil is represented.
- The school works closely with a number of outside agencies and follows recommendations and guidance on ensuring pupils have the necessary equipment and facilities they require.

14. What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?

- At the Meadow, we feel it is very important that home and school work closely together. Through a strong partnership we can share our expectations, develop understanding and celebrate your child’s successes.
- We operate an open-door policy to allow parents to contact their child’s class teacher with ease. We

believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Where appropriate, we operate a home / school communication book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed
- Annual and mid-year reports and autumn and spring term Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual literacy and maths targets and any behavioural, emotional or social difficulties.
- Parents are invited to attend two parents' evenings throughout the year and a transition meeting at the end of the academic year.
- Parents with pupils who receive 1-1 support are invited to 'coffee and chat' sessions to meet the staff supporting their child.
- If your child is on the SEN register they will have an Individual Support Plan (ISP) which will have individual targets. This is discussed on a termly basis and parents are given a copy of the ISP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- When the child's ISP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Your child's class teacher or the SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's educational, behavioural or emotional needs.
- The SENCO offers termly SEN clinics for parents to come in and discuss any concerns they may have
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.
- Parents are invited to become involved in school-life through a number of means e.g. the Friends and Family of The Meadow, hearing children read and ongoing invitations to school events throughout the year. If you are interested in joining the Friends and Family of The Meadow please contact the School Office.
- We host meetings for parents to model our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home.
- Our Governing Body includes Parent Governors/representatives.

15. What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

- At The Meadow we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council and Class Council which has an open forum for any issues or viewpoints to be raised.
- Pupils are encouraged to put themselves forward as School Council Representatives, ECO Councillors, Assembly Ambassadors, Science Ambassadors, Meeters and Greeters and Sports Leaders, so they have the opportunity to be involved in making whole school decisions.
- Children who have ISPs or support plans discuss and set their targets with their class teacher and parents/carers and are encouraged to reflect on these.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children.
- If your child has Top-Up Funding or an Education and Health Care Plan (EHCP) their views will be sought before any review meetings.

16. What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCO. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the Heads of Schools or other member of the Senior Leadership Team. For further information regarding the school's complaint procedure, please see the School's Complaints Procedure Policy on the school website:

<https://www.meadowprimaryschool.co.uk/our-school/policies-and-statements>

The parents 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:

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

17. How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?

The governing body has set up an appropriate staffing and funding arrangement to ensure that the necessary special educational provision is made for any pupil who has SEN. Where a student with SEND is not making appropriate progress and we feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such pupils, and where appropriate their families, using agency support and advice.

18. Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

- Your first point of contact would be your child's class teacher to share your concerns and provide you with information and advice
- You could also arrange to meet Mr Brookes (Executive Head Teacher), Mrs Smith/Miss Allen (Heads of School) or Mrs Rudd (SENCO) who will be happy to help you navigate through the local offer.
- There are available to parents other support networks such as Dyslexia Action, ADHD Solutions, Autism Outreach and SENDIASS - <http://www.leics.gov.uk/parents.htm>
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/
- You can find Leicestershire's Local offer here: http://www.leics.gov.uk/local_offer
- There will also be information about services which parents can access to support their child on the SENDirect website www.SENDirect.com. This website advertises service providers to support parents/carers and educational settings of children with Special Educational Needs.

19. How do you support pupils with SEND transfer between phases of education or in preparing for adulthood and independent living?

- We recognise that transitions can be difficult for all children, especially those with SEND and take steps to ensure that any transition is as smooth as possible.
- We have an Induction programme in place for welcoming all new learners to our setting.
- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also liaise closely with their current school.
- Children entering school at 4+, visit the school on a number of occasions prior to the beginning of

the new school year. Pre –school providers involve the SENCO and class teacher in pre-school meetings for children causing concern.

- If the school is alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings.
- If your child is moving to another school we will contact the school SENCO and ensure that he/she knows about any special arrangements or support that needs to be made for your child. In addition, we will make sure that all records about your child are passed on as soon as possible.
- If your child is moving classes in school we ensure that all information will be passed on to the new class teacher in advance and a discussion about the needs of all pupils will be discussed at a transition meeting. All ISPs will be shared with the new class teacher. Children participate in an induction day during the summer term, where they spend the day with their new class teacher prior to the new academic year.
- If your child is transferring to high school a transition programme will be put into place. We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. At our 'feeder' secondary school, Wigston Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- Your child will have the opportunity to visit their new school on several occasions and staff from the new school will visit your child in school.
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
- If your child has complex needs then an EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend. This usually takes place in the first half of the autumn term in your child's last year at his/her current setting.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

20. How do you contribute to the publication of the local authority's local offer?

- You can find Leicestershire's local offer here: <http://www.leics.gov.uk/local-offer>
- The Local Offer describes the types of support available in Leicestershire for children and young people with Special Educational Needs and Disability in the age range of birth to 25 years of age.
- The Local Offer will include information relating to all services and support available across Education, Health, Social Care and the Voluntary Sector for children and young people with Special Educational Needs and Disability with the aim of making this information accessible to parents/ carers, children, young people and professionals.
- We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. Our School Offer is a useful reference that displays the provision and services at The Meadow Community Primary School.