

At the Meadows we promote four key values: 'Courage, Community, Creativity and Commitment'



## School Staff Training

Recent training:

- Team Teach
- Boxall Profiling
- Bonding through Play
- SEMH – Aspire Primary Outreach
- Autism
- Clicker8

## School Staff Expertise:

- Experienced SENDCo
- SENDCo qualified 'Train the Trainer' with AET
- Relationship and behaviour policy built on regulation and restorative practice.
- Staff qualified to support mental health.
- Strong working relationships with external professionals.
- Emotional wellbeing at the heart of all provision.
- Team Teach trained staff.
- Family Liaison Support Assistant to support families.
- Intervention and Behaviour Support Assistant delivering SEMH support across school.

## Intent:

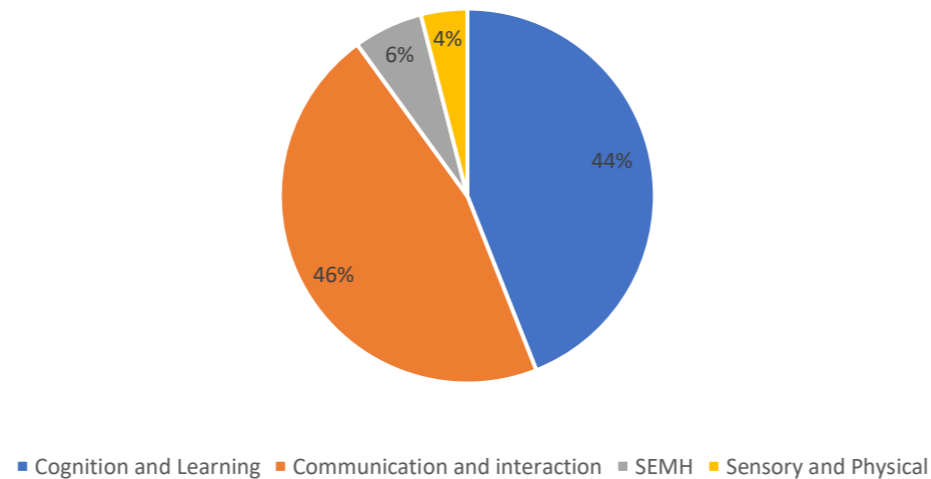
We are an inclusive school, and we believe it is every child's right to receive an education that provides them with the appropriate tools to become curious, independent learners, equipped for life beyond school. Quality first teaching is universal; our teachers and support staff identify children who need additional targeted or specialist support. The 'Graduated Response' is at the heart of our whole school practice. The cycle of assess, plan, do and review is shared regularly with our young people and their families. Our highly skilled staff are trained to support any additional needs and use expert support and guidance from external professionals where needed.

We understand the importance of positive mental health and the need for children to feel happy, safe and secure to grow into confident adults. We work closely with parents, carers, and external professionals to fulfil our intent.

## Implementation: School Steps to Success

| Provision  | Communication and Interaction   | Cognition and Learning  | Social, Emotional and Mental Health   | Sensory and Physical   |
|------------|---|---|---|--|
| Universal  | Quality First Adaptive Teaching<br>Meeting with parents<br>Communication in Print<br>Clicker<br>Same-day intervention.  | Quality First Adaptive Teaching<br>Meeting with parents<br>Communication in Print<br>Clicker<br>Same-day intervention   | Quality First Adaptive Teaching<br>Meeting with parents<br>Communication in Print<br>Clicker<br>Same-day intervention   | Quality First Adaptive Teaching<br>Meeting with parents<br>Communication in Print<br>Clicker<br>Same-day intervention  |
| Targeted   | As above and also:<br>Regular meetings with parents<br>SALT programmes<br>Teacher-devised specific interventions.<br>Specific support for language and communication difficulties.<br>Early Help if applicable. | As above and also:<br>Regular meetings with parents<br>Teacher-devised specific interventions.<br>Birmingham Toolkit<br>SEN Support plan, reviewed three times a year.<br>Early Help if applicable. | As above and also:<br>Regular meetings with parents<br>Teacher-devised specific interventions<br>Support, check-ins from school's family liaison worker.<br>Early Help if applicable. | As above and also:<br>Regular meetings with parents<br>Teacher-devised specific interventions<br>OT devised programmes.<br>Physio devised programmes.<br>Early Help if applicable. |
| Specialist | As above and also:<br>Fusion LSS<br>Autism SALT support<br>EPS  | As above and also:<br>Fusion LSS<br>EPS   | As above and also:<br>Behaviour Support e.g. Aspire Primary Outreach<br>Aspire Primary Hub fortnightly visits<br>EPS  | As above and also:<br>Occupational Therapy,<br>Physiotherapy,<br>Hearing and Visual Impairment Team  |

Whole School - Primary Need



## Impact:

- Children feel happy, safe and respected.
- Behaviour is good. Children demonstrate their understanding of school values and rules.
- Children demonstrate high levels of engagement and there is a 'scaffold up' approach to learning which supports children with SEND.
- We have supportive and trained staff who plan appropriately for the children's individual needs.
- Children with SEND make good progress from their starting points due to Quality First Adaptive Teaching and use of resources and bespoke small group interventions which meet the needs of the pupils.
- On leaving our school children with SEND have developed a level of

Kiveton Park Meadows Junior School has a high level of SEND at 28.7 % compared to 17.3% nationally. We have 7 children with EHCPs in school (3.86%), the national average is currently 4.3%. Over the last 2 years we have seen a higher proportion of pupils on the SEND register with a greater number of identified needs around communication & interaction which has led to us securing training for our SENCo: she is a qualified trainer with AET (Autism Education Trust), developing staff expertise, and implementing ongoing interventions. Attendance on average is 94.2 %.

## Assess, Plan, Do and Review

### Identifying Children and Young People with SEND

Child or young person is making less than expected progress given their age and individual circumstances. Concern should be identified from a range of sources, e.g. progress data, observations by key staff, parents/carers, child or assessments.

Review the arrangements already in place to ensure that it is meeting the identified need.  
Have any barriers to learning been identified and addressed?  
Check the data and impact of any targeted intervention that is already in place.  
Review the assessment data to identify strengths and check where the gaps in learning are. Is this information used to inform differentiated planning?

Gather information and share views with family. The child or young person should be involved in this discussion where appropriate.

Time limited, targeted interventions focussing on key areas of concern.

Following adjustments and interventions is there limited or no progress?  
Do concerns remain?  
Pupil is likely to have SEN and will require further assessments.

Involve outside agencies, e.g. EPS, SI Team and SaLT.

Continue with Assess/Plan/Review/Do cycle until progress is achieved.

### Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate



### Plan - Following assessment, the teacher, SENCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

### Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

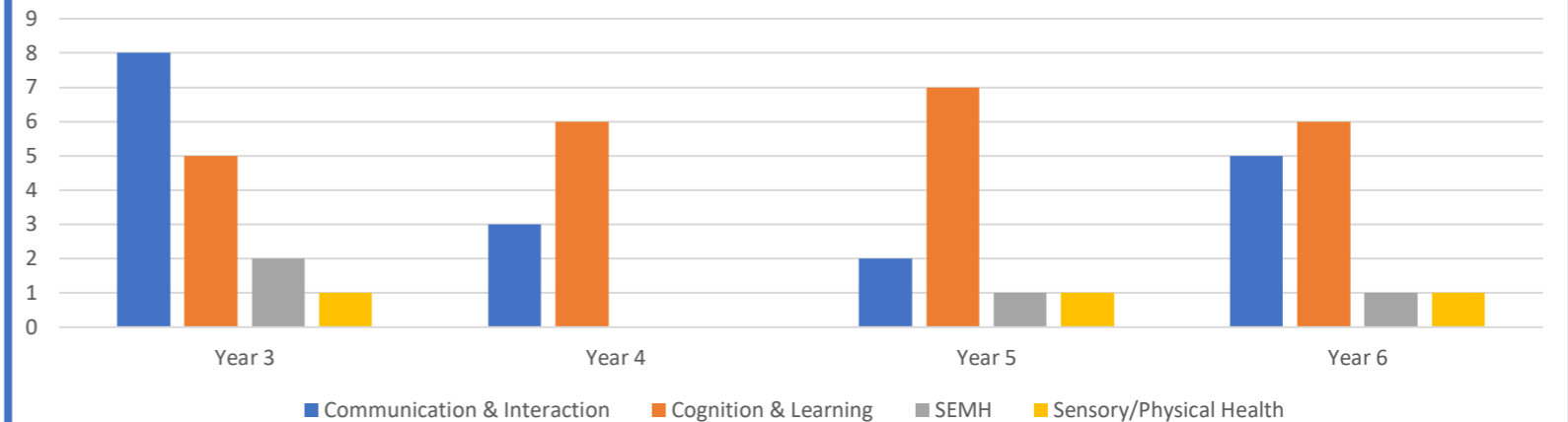
If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with [Quality First Teaching](#).

### Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

- Teachers are responsible for:
- Differentiating and personalising the curriculum
  - Delivery of 'additional and different' provision for a pupil with SEN
  - Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
  - The SENCo supports teachers in the effective implementation of the provision.

## Primary Need for Each Year Group



### Stage One: Universal Provision

A concern is first noted

- Discussions with parents/carers of the child
- Professional discussions – teachers/teaching assistants/SENCo
- Decision as to the primary area of need (*Cognition & Learning, Communication & Interaction, Social, emotional & mental health (SEMH), Physical and or sensory needs*)
- Class teacher creates a one-page profile with the child
- Quality first teaching is in place
- Universal support strategies and reasonable adjustments might be put in place
- A graduated response for the primary need is completed
- No SEN Support Plan at this stage
- Monitoring takes place

### Stage Two: Targeted Provision

Concern continues or increases

- Professional discussions continue
- Discussions with parents/carers continue
- Teacher creates a One Page Profile with the child
- Class teacher may use the Birmingham Toolkit for cognition and learning assessment and creates an SEN Support Plan
- SEN Support Plan is written
- 3 SEND meetings per year. One ten-minute meeting with the class teacher in the Autumn term and two ten-minute meetings with the SENDCO and class teacher in the Spring and Summer term.

### Stage Three: Targeted and Specialist Provision

Pupil Support Plan has been used for at least one term. Concern continues or increases.

- Professional discussions continue in school and with external professionals (Fusion, Educational Psychologist, CAMHS, Speech and Language therapists)
  - Continue discussions with parents/carers
- These pupils may be on the EHCP pathway or have an EHCP and will have:
- a One Page Profile, SEN Support Plan and an Extended Support Plan or EHCP (EHCP will replace an Extended Support plan).
  - 3 SEND meetings per year.
    - If child has an EHCP- 1 meeting will be their annual review and 2 meetings will be internal ten-minute SEND meetings all with the SENDCO and Class Teacher.
    - If child has an Extended Support Plan and not an EHCP- there will be three internal meetings with the SENDCO and Class Teacher.