



Children with Additional Needs

As part of the Children & Families Act all schools are required to publish their SEND (Special Educational Needs and Disabilities) information. Here you will find information about the current provision available at our school.

Kirklees Council

Kirklees Council is working with various agencies (young people, parents, health care workers, early years providers, schools & colleges) to produce the Local Offer.

The Local Offer

The local offer has been developed as part of the Children & Families Act. Information is provided relating to health and social care, education and provision for young people with disabilities.

Follow the link to find the Kirklees Local Offer.

www.kirkleeslocaloffer.org.uk

Meltham School

All schools have a duty to provide accessible, regularly updated information about additional needs.

Meltham School SEND offer.

All children, regardless of their special educational needs, have a right to a broad and balanced curriculum. At Meltham CE Primary School all teachers are teachers of children with Additional Needs and are expected to plan a relevant and purposeful curriculum, which is inclusive and provides equal opportunities for all the children to access the curriculum.

Our broad and balanced curriculum is differentiated according to the needs of children. Appropriate classroom environments are provided which enable all children to access provision inclusively. A variety of resources is available to support a range of learning styles. Additional support may be provided including; teaching assistants, computer programmes, peer learning, practical aids, specialist resources and teacher support. Specific interventions and additional support, where provided, are regularly reviewed and their impact identified. Where appropriate, access arrangements for tests and exams are made according to the relevant requirements for the exam board concerned. The school has a Disability and Access Plan which reviews and responds to identified needs of the school community.

1. How will you know if children need extra help?

The first point of contact if you have concerns regarding your child is the class teacher. Together with you, the school will explore your concerns about your child and make any additional assessments that may be needed.

The school's assessment cycle involves teachers reviewing children's progress each half term, alongside their ongoing evaluation of planning, feedback to children, and general class observations. This is

carried out initially by the class teacher, but the SENCO, subject leaders and senior management team also have an overview of all children's attainment. Any children who are not making expected progress are identified and we will contact you to discuss our concerns and to find the best ways to help your child. The four areas of special needs identified by the government are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We will identify children with difficulties in any of these areas. Referrals may also be made to school or to you from outside agencies e.g. your doctor, Health Visitor, School Nurse.

2. How will you support my child with SEND?

All teachers are responsible for meeting the needs of the children they work with. The class teacher is responsible for planning work to meet the needs of all the children they teach and they have designated planning, preparation & assessment time (PPA) in order to plan learning for their class.

Any children requiring a little extra support in a given area, or an intervention programme to fill some gaps are recorded on the school's 'Provision Map'. Children who have more significant needs that form an ongoing block to their learning are identified as 'School Support' and an Additional Needs Plan is drawn up to specifically meet those needs. The class teacher is responsible for the class provision or Additional Needs Plan in consultation with the parents/carers, SENCO, other relevant staff and outside agencies. The class teacher retains the overview of your child's learning but this may be delivered by other appropriate members of staff eg

Learning Mentor, Teaching Assistants. This may be within class, small group or individual work, as identified in planning meetings for your child. The class teacher will meet with you to explain how your child's learning will be planned for and delivered and which members of staff will be involved. Ideally, within school we strive to provide consistent support from staff who are familiar to the child. This may vary according to the needs of the child, for example to prevent over-dependence, or if a specialist or external intervention is required. Appropriate staff are identified at the planning stage to deliver provision according to the needs of the child, strengths of the staff and deployment arrangements within school.

Annual reviews are held for children with Statements of Special Educational Needs and those with the new Education, Health and Care Plans in accordance with the SEN Code Of Practice 2014.

There is a linked SEN Governor who meets regularly with the SENCo to gain an overview of Additional Needs across the school and to help ensure that all the statutory duties are being fulfilled.

There is a linked SEN governor who meets regularly with the SENCO to gain an overview of SEN across the school and to help ensure that all the statutory duties are being fulfilled.

The SENCO maintains an overview of SEN children across the school, and reviews the impact of interventions to ensure that they are appropriate and making a difference. An Additional Needs team meets regularly to review children's progress across the school. Team members are teaching staff, head teacher, SENCo & Administration staff.

3. How will the curriculum be matched to my child or young person's needs?

We have meetings with you and your child to ascertain your aspirations and needs. Wherever possible we include your child's interests and preferred learning styles within the provision. If a child feels ownership and understands their own targets they will be more enthusiastic and empowered to achieve them. Children and young people who feel happy, safe, confident and successful in their learning will make the best progress.

We have many ways in which we find out the views of our children. For example, we have a representative School Council and regular 'circle times' to discuss issues.

4. How will both you and I know how my child or young person is doing and how will you help me to support their learning?

As part of the school's assessment cycle we track the progress of all children. In addition to this the progress of children involved in specific interventions is monitored in a range of ways eg observations, tests, discussions with the child and parents/carers as appropriate. There will be an opportunity each term to discuss your child's progress with the class teacher (and SENCO as appropriate). However, arrangements can be made as and when necessary through a range of formats eg email, meetings, informal chats, telephone conversations, home/school link book.

If you have any concerns about your child's progress, your first port of call is always the class teacher using one of the methods described above. You are also welcome to contact the SENCO with any concerns you may have about the progress and support for your child. The school's complaint policy is available via the website.

The link between home and school is important for the development of the whole child and we want to build on this relationship. Information will be shared about how to support your child at home through general correspondence, including half termly learning letters to inform you of the curriculum to be covered in that half term and ways you can support your child with this, Additional Needs Plans and home/school link books (as appropriate to the child).

If you are considering sending your child to our school and wish to discuss any concerns about your child before they begin school, please contact Sarah Drake, our SENCO.

5. What support will there be for my child or young person's overall well-being?

Your child is at the centre of their own learning and we involve them as much as possible, appropriate to their age and ability. This may include talking with the child to ascertain their views, inviting them to attend meetings, supporting them in providing a written response.

If your child has difficulties with behaviour or attendance we will work closely with parents/carers to support the family and child with this. We work with outside agencies to help parents/carers deal with attendance issues, including the educational psychologist, Attendance and Pupil Support Officers, and specialist provisions (e.g. pupil referral unit, Children's Emotional Wellbeing Service).

We work with children with emotional, social or behavioural difficulties in the same way as with children facing other barriers to their learning. In addition to the support given in class, we have a Learning Mentor who has different ways of working with identified children according to their needs.

Where appropriate, additional support may be provided at breaks and lunchtimes to ensure the safety and well-being of all our children.

We also link with and seek support from outside agencies, or signpost our families to services that may provide help, such as autism outreach, family support workers, Children's Emotional Wellbeing Service, Children and Adults' Mental Health Service, Parent Partnership, Parents of Children with Additional Needs or the school nurse.

We follow the Kirklees Guidance on Medical needs. The policy is available on request and is on the website.

To keep your child safe, our Designated Senior Person for safeguarding (DSP) is clearly identified as the person for all members of the school community to report to.

Where risk assessments are needed for specific situations or individuals these are done on a case-by-case basis.

First aiders are available and respond appropriately to medical needs. Where appropriate, further specialist training will be provided for relevant staff e.g. managing diabetes, EpiPen training.

Specialist health services e.g. occupational therapist, physiotherapist, school nurse, Speech and Language Therapist and counselling services may access school to work with children based on prior referrals, where a referral has been accepted by the service.

Relevant policies including bullying, SEN, Inclusion and Equality, Diversity and Cohesiveness policy and are all available on the school website.

6: What specialist services and expertise are available at or accessed by the setting, school or college?

We have a suitably experienced and qualified SENCO, who works closely with the other SENCOs in the Honley group of schools, to share expertise and collaborate. We have suitably experienced/trained teachers and support staff, with an ongoing programme of training. Effective working links are maintained with health and social care services, and services are accessed as necessary in accordance with the child's needs

Contact details for support services can be found in the school's SEN policy and through the Kirklees Local Offer.

7: What staff training is in place to support children and young people with SEND?

In accordance with Section 6 of the SEN Code of Practice (2014) our SENCO is a qualified teacher working at our school and has statutory accreditation.

All staff have access to appropriate training and Continuous Professional Development opportunities. We have a Learning Mentor. Relevant training is given to staff from specialist support services as appropriate.

8: How will my child/young person be included in activities outside the classroom, including school trips?

Reasonable adjustments will be made to enable children to access activities as inclusively as possible. For school trips, appropriate risk assessments will be carried out when planning. School will liaise closely with parents/carers should the need arise.

9: How accessible is your environment?

Meltham School and its grounds is accessible to wheelchair users and has three disabled toilets. There are four classrooms on the first floor however for any child or visitor with access difficulties the reasonable adjustments will be made when necessary.

10: How will you prepare and support my child/young person to join the setting/school/college and how will you support them to move on to the next stage of education?

Opportunities for transition will be available prior to joining the setting. We link closely with our high schools, and identify any children who may need some extra transition sessions or support. Additional visits, or small projects can be organised where appropriate. All relevant information will be shared with the new setting, and the SENCOs meet together to discuss the individual needs of children prior to the move, to ensure we have the right resources and strategies in place ready for September.

Transition meetings will also take between year groups, key stages and new settings to help facilitate as smooth a transition as possible.

11. How are your resources allocated and matched to children or young people's special educational needs?

The Head Teacher & bursar manage the budget, and the Head teacher manages resources.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6000 per annum for each individual pupil. Thereafter if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding as part of the Statement / EHCP process.

Specialist Equipment and expertise in relation to its use will be purchased/hired /commissioned by the school from the open market, subject to guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment, in accordance with the local offer.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting and best practice. All vacancies will be competitively advertised and recruited.

12. How are decisions made about what type and how much support my child or young person will receive?

Decisions about the provision a child or young person needs will be made on the basis of the child's identified needs. Needs will usually be identified by school, sometimes with outside agencies and agreed in partnership with parents/carers.

These decisions are usually made during consultations between parents/carers and staff.

Judgements about the effectiveness of provision will be made on the basis of regular progress checks. Progress may be measured against whole school assessments, targets set on additional needs plans, observations or input from outside agencies.

13. How are parents involved in your setting, school or college?

We have an inclusive approach to school life. All parents and carers are an important part of the school community and are welcomed to take an active part in the life of the school.

It is important that parents/carers and school staff work together to benefit the child. We have parents'/carers' evenings in Autumn and Spring terms, and for children with SEN an additional review meeting can be held at any time. This is in addition to any communication/meetings that are needed as the child develops.

We have many ways in which parents/carers can come in and celebrate their child's achievements, including sports days, weekly 'Person of the Moment' assemblies, class assemblies, church services, 'sing up' assemblies, Easter & Christmas celebrations and PSA events.

Teaching staff are often (at least weekly available in the KEY Stage 1 playground at the end of the school day. We keep our website

updated with letters, events and curriculum information. If parents/carers need a more individual contact about their child/young person this will be arranged as necessary. Parents/carers are always welcome to contact school.

It is also important to us to hear your views and comments to help us shape our school life. There are parent/carer questionnaires annually, to seek your views. There is a celebration book for your comments on events and children's assemblies etc. We encourage your input into Additional Needs plans, reports, statements etc. and include your comments in the overall plans.

14. Who can I contact for further information?

Within school a range of staff may be involved in supporting your child e.g. class / subject teacher and teaching assistants. There may also be visiting specialist staff e.g. teachers from specialist provision units in Kirklees, NHS therapists, educational psychologists who may provide ongoing support or one-off visits to offer advice and assessments.

If you are worried about your child then you should contact the class teacher in the first instance.

If you are looking at schools for your child and are considering our school, the first point of contact is the school office. If your child already has diagnosed Special Educational Needs then you should let us know at this point. We will usually arrange a tour of the school and a discussion of your child's needs and the provision we can offer will take place before you have to make a decision.

The SEN coordinator is Miss Sarah Drake and can be contacted through school on 01484 222610, or email sarah.drake@kirkleeseducation.uk