



MEDWAY COMMUNITY PRIMARY SCHOOL



Special Educational Needs and Disabilities Information Report

September 2024 - 2025

Policy Date:	September 2024		
Policy Review Date:	September 2025	Headteacher S Williams	Signed 
Ratified by Governing Body:			
Michael Berriman		Chair of Governors	Signed 

SEN Need

Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than for most children of the same age. These children may need extra or different help from that given to other children.

Special educational needs and provision can be considered as falling under four broad areas:

Communication and Interaction

- Speaking, Listening and Communication needs (SCLN)
- Autism (ASD)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) such as Dyslexia or Dyspraxia

Social, Emotional and Mental health

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and Physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Disabled (D)

Children with additional **medical** needs may also need adaptations to the curriculum to promote inclusion and accessibility.

Arrangements for identifying Special Educational Needs and Disability (SEND)

Responsibility for the coordination of the SEND provision

- The person responsible for overseeing the provision for children with SEND is Steven Williams (Headteacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Sarah Niner (SENDCo). She can be contacted at (0116) 2544811 or emailed at office@medway.leicester.sch.uk

The aim of formally identifying a pupil with SEND is to help the school ensure that adequate provision is implemented to remove barriers to learning. The process has four key elements:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those

interventions that are the most effective in supporting the pupil in achieving good progress and outcomes.

Assess

This involves analysing the pupil's needs using assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents and pupils and, where relevant, advice from external support services. Regular reviewing ensures that support and intervention matches need, barriers to learning are identified and addressed, and intervention is having an impact.

Where external support staff are already involved, their work will help further inform recommendations for the school. Where they are not involved, they may be referred to, if appropriate, following discussion and agreement from parents.

Plan

Planning involves the consultation between the teacher and SENDCO to agree on the required adjustments, interventions and support. Where appropriate, parental involvement may be sought to reinforce or contribute to progress at home. All those working with the pupil (including support staff) will be informed of individual needs, provision and intended outcomes. A 'Pupil Profile' will be completed for individuals, outlining targets and areas of need.

Do

The class teacher remains responsible for working with the child daily. They will retain responsibility even when the interventions involve group or one-to-one teaching away from the classroom. They will work closely with teaching assistants to plan and assess the impact of support and link learning back to classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem-solving and advice on implementing effective support will be provided by the SENDCO.

Review

A child's progress will be reviewed termly and usually during parent meetings. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupils and parents. In conjunction with the SENDCO, the class teacher will revise the support and outcomes based on the pupil's progress and development in consultation with parents and the pupil.

The identification of pupils with SEND is built into our overall approach to the monitoring of progress and the development of all pupils. Class teachers continuously reflect on pupil progress and attainment. They are supported in this at termly Pupil Progress meetings, where the progress of all pupils is discussed.

Pupils making less-than-expected progress in areas of learning or development are identified, and measures are put in place to address the barriers. Where progress continues to be less than expected for more extended periods or if children are performing two years below their peers, the class teacher, working with the SENDCO, will gather further information to assess whether the child has special educational needs.

Any child identified as SEN will be provided with a target to improve their outcomes in the identified area. Targets will be derived for Courage, Oracy, Collaboration and Vocabulary as part of the school's vision for continuous improvement. They may have access to resources to support their learning or receive some small group or individual intervention. All information is shared so that the targets are worked on collaboratively. Progress is measured to ensure maximum impact.

Termly progress meetings occur with the class teacher and SENDCo to ensure progress, attainment, and provision remain rigorous and meet the child's needs as part of the review process.

Where a pupil continues to make less than expected progress despite support, the SENDCo will consider seeking the advice of external agencies. Parents are involved in any decision to involve specialists and apply for further in-school funding.

Referral for Education, Health and Care Plan (EHC Plan)

A statutory assessment may be considered if a child has lifelong or significant difficulties with complex needs or lacks clarity, meaning a multi-agency approach may be beneficial. An application will be made combining information from

- Parents
- Class teachers
- SENDCo
- Social Care
- Health Professionals
- External agencies

The Local Authority decides the eligibility of an EHC plan after a review of the current provision and action points. Parents can appeal against a Local Authority's decision not to initiate a statutory assessment leading to an EHC plan.

Further information about statutory assessment and EHC plans can be found on the Leicester Local Offer website.

<https://families.leicester.gov.uk/SEND-local-offer/about-SEND/education-health-and-care-assessment-and-plans/>

Education, Health and Care Plans (EHC Plan)

Following the Statutory Assessment, Leicester City Council will provide an EHC Plan if it is decided that the ordinarily available support is not meeting the child's needs. The school and the child's parents will be involved in developing and producing the plan. This legal document follows the child through their entire education until age 25.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed upon, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

- **Parents' consultation and involvement**

Working in partnership with parents is essential to us, and when a concern arises regarding the class, the teacher will arrange to discuss this with the child's parents or carers as soon as possible. This discussion may occur at a routine Parents' Evening, or the teacher may invite parents/carers into school. Likewise, parents are welcome to discuss issues concerning their child's progress and attainment with the class teacher at any point over the school year. Families are encouraged to share information and knowledge with the school to ensure good provision. Requests to meet with the SENDCo can be made anytime during the year.

If the school deems the child to have SEND, a letter will be sent asking for written consent to add their child to the SEND register and explaining what this means.

At parent evenings (Autumn and Spring term), the child's Pupil Profile will be shared to ensure a complete understanding of current targets and provisions. Parents can request a copy of this at any point.

If an external agency report with new recommendations has been received, these will be written into the Pupil Profile, and the new version will be sent to parents.

In the instance of a published Education, Health and Care plan, reviews will be held yearly for children in Year 1 and upwards. For children in the Foundation Stage, annual reviews are held for six months.

- **Children's consultation and involvement**

Children are actively encouraged to take ownership of their own learning needs. As part of the initial assessment process, the school asks for pupil views and opinions on their strengths and difficulties.

As part of their Pupil Profile, children are given resources to try in the classroom, such as a pencil grip or coloured overlay. They may be asked to sit closer to the front or given extra processing time. They are encouraged to be responsible for communicating which of these work well to ensure good provision and minimise the impact of the educational need.

In the cases of EHCP, at the Annual Review, we attempt as much as possible to embed the child's voice through their attendance at the meeting or via a different medium, such as a poster or video about their views.

- **Assessment and Review**

Progress towards targets is assessed termly in conjunction with data analysis and progress reviews. New targets are derived or adapted to ensure they continue to meet needs. If external agency reports have been produced in the interim, they will be fed into the Pupil Profile accordingly.

Termly progress meetings will occur with the class teacher and SENDCo to ensure progress, attainment, and provision remain rigorous and meet the child's needs as part of the review process.

For an EHCP, the annual review acts as a quality progress meeting where yearly targets are set in addition to the end of the Key Stage.

Transition arrangements

Early Years

Starting school is essential in any child's development, and we try very hard to ensure a smooth, happy transition for each child. The school induction programme for reception children begins in the summer term before the children start school in September.

Our school works closely with preschool settings, and any children starting in the Foundation stage with an additional need may receive a joint visit to their setting from the school SENCO, new class teacher and EYST (Early Years Teaching Service.) Personnel can then discuss appropriate strategies to support these children in school and begin to plan a smooth transition early on.

Transition to Secondary School Specialist provision

In preparation for the transition to secondary school, in the Summer Term of Year 6, the school's SENDCo may meet with the SENDCo from the secondary school to discuss individual pupils and their needs.

All children are invited to at least one taster day at their allocated secondary school. Additional visits are planned for those children who require them so that they are well-prepared and feel comfortable in the new school environment. Medway will always support parents in engaging with these and support them where necessary.

We always seek to make the move between primary and secondary school as successful as possible so that children and parents are not anxious about anything over the extended summer break. To support this, we are always available to discuss any concerns from children and parents and aim to address these in the best possible way to reduce worries. If appropriate, a specific induction programme may be implemented for any pupil with SEND to aid in a smooth transition.

In school transition

Children with additional needs, such as Autism, partake in a good transition programme before moving into their next class. We utilise teacher assistant support to meet new staff as appropriate throughout the summer term, in and out of their new environment. We take photographs of new staff and new entrance doors for the children to take home and become familiar with over the summer.

Teaching Approach for SEND

Support for pupils varies, depending on the SEND that has been identified. It may include different or additional resources, further differentiation, specific programmes, interventions targeted to improve outcomes or reasonable environmental modifications.

Where interventions involve group or one-to-one teaching away from the main class, the teacher works closely with the staff delivering the intervention to assess the impact and see how the work can be linked to classroom teaching.

The school provision map outlines specific interventions and resources for pupils requiring additional support.

Progress meetings act as a good monitoring tool to assess the impact of the child and quality assurance of the provision.

Adaptions for SEND

At Medway Primary School, all children experience a rich and relevant curriculum. Where children have special educational needs or a disability, they will enjoy the same curriculum as all other pupils. We have high expectations for every pupil, recognising all educational achievements and providing an inclusive learning environment that meets the needs of all children, enabling them to reach their true potential. We have listened to pupil feedback who strongly felt that being removed from the classroom to do more of what they found challenging was a real blow to self-esteem. At Medway, we endeavour to make reasonable classroom adjustments to cater to the full inclusion of our children with special educational needs.

Children entering the school with specific needs and specialist equipment will continue to be provided with this at Medway. We can also provide other equipment, such as writing slopes, pencil grips, and support cushions for those children who would benefit from these.

We use the Engagement Model for children not yet accessing the national curriculum.

Continuous assessment of children's learning and development allows teachers to understand their individual learning needs and styles better. Employing a range of teaching resources and approaches that support and extend children's learning, we create a learning environment where the children are empowered to work collaboratively with their peers whilst developing independence and an awareness of how they can improve.

The Senior Leadership Team (SLT) carry out regular teaching observations and a co-coaching model to disseminate good practice and ensure teaching staff work best in the classroom.

Teaching staff have access to continuous professional development and relevant training to enhance their knowledge and strategies for the most frequently occurring educational needs. The training needs of the teaching assistants are evaluated throughout the year; individuals attend courses to meet the needs of children with specific difficulties and enhance their professional needs.

Staff Expertise and Training

There is a continuous cycle of staff training, much of which is determined by the needs identified in the School Development Plan.

We have had focuses on Attachment and Autism with the whole staff undertaking Attachment training and Autism Trust Level 1 (Making Sense of Autism)

<https://www.autismeducationtrust.org.uk/training-programme/schools/making-sense-of-autism/>

Staff have been trained with Team Teach strategies to ensure positive behaviour management, emphasising de-escalation and positive handling in conflict management.

Currently, two teaching assistants are trained in Autism Education Level 2 (Good Autism Practice) and work with some of our high-need Autistic children.

<https://www.autismeducationtrust.org.uk/training-programme/schools/making-sense-of-autism/>

We have staff trained in Sensory processing and Sensory Circuits.

Our SENDCo is PECS (Picture Exchange Communication System) trained and has disseminated this practice to relevant staff members. <https://pecs-unitedkingdom.com/pecs/>

She has undertaken a Master Level Qualification in Teaching and Assessing Learners with Specific Difficulties (Dyslexia), enabling her to make an official diagnostic dyslexia assessment under the school's direction. She is qualified to undertake a wealth of additional assessments to meet needs.

Additionally, our SENDCo has undertaken the Senior Mental Health Lead national qualification

All staff are encouraged to apply for relevant training to support the school's needs and enhance their professional development. Staff disseminate learning to their colleagues via phase and specific teaching assistant meetings.

Equipment and Facilities

The school complies with all relevant accessibility requirements; please see the school accessibility plan within Equality for further details. This can be found on our school website or by using the link

<http://www.medway.leicester.sch.uk/policies/>

- **Physical Environment**

Our school is a Victorian building with a relatively small, modern extension on two main floors. Access into/out of the building is good due to ramps and handrails at several entrances/exits. The main entrance has an automatic door. Doorways throughout the building meet requirements for wheelchair users.

The school has a car park with an accessible parking space. Additionally, there is some on-street parking close to the school.

We host Foundation Stage 2 classrooms and Year 1 at the bottom of the school playground. These are within a self-contained area with toilets and an outdoor play area.

On the ground floor, there are toilets for disabled adults and pupils. There are toilet facilities for able pupils or adults on both the ground and upper floors. Playgrounds can easily be accessed.

On the ground floor are several classrooms (currently used by Foundation Stage 1, Year 2 and Year 6), a community room, an intervention room, a staffroom, offices and two small halls used for dining and PE.

On our ground floor, our additional resource bases are used to teach children with ASD at specific times across the day. Teaching here is led by 2 AET Level 2 trained teaching assistants. These provide a bespoke, low-distraction environment with visual systems and task baskets to cater for the needs. It includes a sensory area, changing facilities, outdoor access for quality meet and greets, and flexible timetables.

A lift provides access to the main hall, several classrooms (currently used by Key Stage 2 pupils in Years 3-5) and smaller rooms for small group interventions or offices. However, there is no lift access to 3 additional rooms, an office, an art studio, and a meeting room, due to them being in a separate part of the building accessible only by stairs. Additionally, two rooms used for small group interventions are midway between flights of stairs. The school has and would once again reorganise the use of rooms to include pupils with mobility impairment if required.

We fully use a school evacuation chair to safely vacate disabled pupils from the school in case of a fire. We have trained staff members to conduct this and ensure we are fully covered in the event of any absence.

We have carpeted classrooms and blinds at windows to ensure ample acoustics, though there is currently no double glazing, and many rooms have their original high ceilings.

We have an excellent visual environment with clear signage, standard lighting, reduced glare surfaces, and window blinds. Office equipment includes scanners and colour photocopiers.

- **Curriculum**

At Medway, we will make reasonable adjustments to ensure SEND pupils are not disadvantaged when accessing the curriculum or extra-curricular activities. A disadvantage would be considered:

- Indignity or discomfort
- Loss of opportunity or lack of progress compared to peers
- Disproportionate time and effort

Many of our children have access to a range of equipment to support their learning and make it more accessible.

All pupils are included in our extra-curricular activities and trips. Reasonable adjustments are made to ensure full inclusion; for example, additional adults can be provided, or wheelchair-accessible buses can be ordered.

Teachers and the SENDCo continue to take advice from outside agencies, the Local Authority and the NHS, who offer support to ensure pupils with access needs are fully

included. Reasonable adjustments are made to the curriculum to enable full access for pupils, and staff are given appropriate training to facilitate this.

The Curriculum is also an opportunity to explore diversity and disability sensitively and constructively, educating pupils and parents about different needs and developing their understanding.

- **Sensory Impairment**

The school has a named contact for the Hearing and Visual impairment teams. They offer support, advice and training around including and accessing pupils with sensory needs. Additional resources are available for pupils if required. All relevant staff have been trained on where to position pupils in the classroom and how to modify resources to support their access to the curriculum.

When hearing-impaired children move into new classes, the Local Authority offers training and attends where possible.

This year, we are working with Speech and Language and Occupational Therapy and engaging in a Language and Living project. This training will help us better understand and cater for children with sensory processing needs.

- **Physical Impairment**

A physical impairment may restrict a pupil's ability to participate in the entire curriculum. When learning occurs outside the classroom, these pupils may have difficulty travelling to an activity. The lift allows easy access to both floors and the playground.

Both occupational therapists and physiotherapists work with our children to develop physical skills. These techniques are disseminated to staff, who replicate techniques used in school to develop pupils' skills. This will develop pupils' opportunities for independence in the future.

Motor skills intervention is run and led by trained teaching assistants, and recommendations from medical reports are acknowledged and used in school.

Intimate care can be provided if necessary for SEND children, and policies and proformas are completed.

- **Physical Education**

Our PE specialist, Mr Ruhul Ahmed, is specifically trained to work with pupils with various needs.

We run a variety of interventions to cater for Fine and Gross Motor Skill manipulation. These focus on basic skills, such as core strength, balance and stability and can be run by our Teaching Assistants. This will help pupils to become more confident and independent.

Smaller group PE is undertaken by some of our pupils who require familiar adults and one-to-one sessions.

- **Communication and Language**

PECS (Picture Exchange Communication System) is used where required to allow all pupils to communicate non-verbally to communicate their basic needs. We also use Colourful Semantics as a whole class resource to support sentence building orally and in writing.

Important routines are shared with pupils using social stories across the school.

The Speech and Language therapist works closely with the SENDCO to support as necessary and recommend key strategies in school.

Monitoring the effectiveness of the provision

Each term, children are assessed using formal assessments or through focused teacher assessments, and the results for each child are collated with their progress being measured. This data is then presented in the school tracking system.

Teachers submit attainment data for all pupils termly, and pupil progress meetings are led by the data that has been submitted. A professional discussion takes place, and staff look at the steps needed to support a child who is not progressing. We have access to the Autism Progression framework, which acts as an assessment tool for our Autistic children who may not make numerical progress in line with their peers. We use the Engagement Model (July 2020) for children working below the national curriculum standard.

The school provides two yearly parental meetings to discuss their child's difficulties. An external agency report can be discussed at these meetings, and the class teacher can share children's targets. Appointments to meet with the school SENCo or external agencies are welcomed throughout the year.

For children with an Education Health and Care Plan, an annual review is held, led by the SENCo. Parents and all professionals working with the child will be invited to attend. If they cannot, it is anticipated that they will forward a report that can be shared at the meeting.

SEN and extracurricular activities

Medway offers a variety of breakfast and after-school activities, which are available to all children. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty accessing the club, and allowances are made accordingly. Additional staff provide 1:1 support at lunchtime and off-site trips where necessary. Risk assessments may be written to measure potential dangers, and registers are kept for all extracurricular activities. Parents can enquire about various clubs and activities for pupils with SEND within the community.

Support for improving emotional and social development

The school benefits from a proactive Community, Family and Welfare team catering to children and families requiring emotional and social support.

This team also provides meet and greets for relevant children, family support, and in-class learning mentoring and runs a selection of interventions to cater to aspects of mental health. These include drawing and talking, building to express and emotion coaching. They are based within the heart of the school and cater for a range of needs.

The school works closely with the SEMH (Social, Emotional and Mental Health) team through the Local Authority. In addition to supporting teachers in an advisory and children

directly, they also support the school at Child Protection meetings or Looked After Children reviews.

Our SENDO is the school Senior Mental Health lead, having successfully undertaken the government-funded qualification. The school is also part of the City's Mental Health hub, and we have three staff members who are Wellbeing Champions.

Please refer to the school Mental Health and Wellbeing policy for further information.

Involvement of others

The SENDCo may make referrals for individual children to specialist services to gain advice for the following steps to support children with specific needs, such as Speech and Language and Communication Needs, Visual and Hearing Impairments, Autistic Spectrum Disorder, Social, Emotional and Mental Health and Physical or Sensory Difficulties. The school also works very closely with the Educational Psychologist.

When the parents and the school have made a joint decision, the SENDCo will complete the referral, outline the chronology, and send it to the relevant agency. Parents may be invited to attend consultation and feedback meetings with the SENDCo or other professionals and will usually receive a written report to see how the recommendations may look in the school context.

Where a pupil continues to make little or no progress over a sustained period or continues to work at levels substantially below that of their peers despite appropriate support, then the advice of the Educational Psychologist can be sought. Referrals can also be made to the speech and language therapy service and medical services accessed through the school nurse.

The SENDCO liaises with all agencies on behalf of the school.

The SENDCO may also signpost parents of pupils with SEND to the local authority SENDIASS service where specific advice, guidance and support may be required.

SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0 – 25 with special educational needs or disabilities (SEND) and young people themselves. They can be contacted at (0116) 4820870 or via their website.

www.SENDiassleicester.org.uk

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted concerning future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up concerning the provision for their child. The school's SEND Governor may be contacted at any time concerning SEND matters via the school.

If parents have any feedback on the SEND provision, they should give feedback to our SENDCo, the first point of contact for any unresolved complaints. Our Complaints Policy outlines steps to take if unresolved issues remain.

Medway has current links with

- Leicester City Psychology Service (Dr Haley Fong)
- Complex Learning and Interaction Support Team (Ollie Walker)
- Autism Teacher (Oliver Walker)
- Early Years Support Team (Nicky Black)
- Social, Emotional and Mental health team (Lisa Hamlington)
- Speech and Language support team (Various)
- Hearing Impairment team (Donna Emery)
- Visual Impairment team
- Healthy Schools Practitioner
- Looked After Child Team

The SENDCO is in regular contact with the above agencies and the school. Any additional concerns can be raised at twice-yearly Joint Planning Meetings to decide the best course of action or throughout the year with specific agencies.

Complaints procedure

First, we hope you would take the opportunity to come into school to discuss your concerns with the SENDCO or Head Teacher. If you are unhappy with the outcome, you will be directed to the school's complaints policy.

Leicester's Local Offer

You can understand more about SEND and the support available by looking at the SEND Local Offer online.

<https://families.leicester.gov.uk/send-local-offer/>

This report is updated annually and presented to governors for ratification.