

## **SEND Information Report - September 2023**

Under the Children and Families Bill 2014, Local authorities are required to publish and keep under review, information about services that they expect to be available for children and young people with disabilities and Special educational needs aged 0-25yrs. This is called the Local offer. The intention of the Local offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. This information is published in conjunction with Coventry's Local offer which can be found here: <http://www.coventry.gov.uk/localoffer>

### **Introduction**

Meadow Park School is an inclusive, mainstream, non-selective, comprehensive school for students aged 11-18. The school is built on traditional values. Pivotal to this is a positive ethos and culture of learning and success for all students. We pay particular regard to outstanding achievement for all students whatever their academic starting point and a commitment to lifelong learning for all stakeholders.

**Our SEND information should be read in conjunction with some important documents, all of which can be found on our website:**

- SEND policy
- Inclusion policy
- Equal opportunities policy
- Safeguarding policy
- Accessibility plans
- Admissions arrangements
- Teaching and Learning policy

### **Q1 Does Meadow Park have students with SEND?**

A number of our students do have special educational needs and/or disabilities and may have difficulties in the following areas:

- Communication and interaction (e.g. Speech and Language, ASD)
- Cognition and learning (e.g. Dyslexia, GLD)
- Social, emotional and mental health (e.g. Attachment difficulties, Anxiety, ADHD)
- Sensory difficulties with sight or hearing, or physical difficulties (e.g. Visual/Hearing impairment, mobility difficulties)

### **Q2 How does the school know if a student has SEND?**

Students are identified as having SEND when their progress has slowed or stopped and the interventions or resources we normally put in place do not enable improvement. We have specific plans and student profiles which help support their development and speed up progress.

Meadow Park School, Abbey Road, Coventry, CV3 4BD  
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**Q3 How will I know if my child is receiving SEND support?**

As soon as your child's SEND has been identified we will contact you to discuss plans to help him or her make better progress.

**Q4 Where can I find information about the school SEND policy?**

You can find our SEND policy on the school website. This will give you information about how we strive to ensure students with SEND make progress in line with their peers.

**Q5 How will I know that my child is making good progress?**

We have robust tracking and assessment processes. For every child there are face to face parent consultation evenings, termly progress checks and one full report each year. In addition, in Year 7 there is a 'Meet the Tutor' evening early in the Autumn term. These are the formal opportunities to hear about your child's progress both socially and academically. For children on the School Support Register there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals, dependent on need.

**Q6 How do you check and review the progress made by students with SEND?**

All teachers constantly check and review progress made by all students (See Q5). As a parent of a child with SEND and who is receiving specific intervention, you will be invited into school or contacted by telephone or email to update you on your child's progress. This will happen at least termly. Parents of a child with an EHC plan will be invited to discuss the progress of their child on a termly basis. Progress, attendance, behaviour, readiness for learning, self-esteem, and any other relevant areas could be agenda items. At face-to-face meetings, parents, SENDCo and outside agency specialists may be present. We will always try to inform parents in advance of the meeting who will be present. Parents/carers can ask for any trusted adult, such as a grandparent, to accompany them to the review meeting.

**Q7 How will I be involved in those reviews? Who else will be there?**

- All students with SEND will have their progress reviewed at least three times a year
- SEND staff will liaise with the parent/carer and the student to discuss their progress
- Where an external agency has been working with the student, this specialist may be invited to contribute to the meeting
- A student who holds an Education Health and Care Plan will have an Annual Review meeting involving the SENDCo, parent/carer and student, as well as any other relevant parties. Parents may invite someone to accompany them if they wish

**Q8 How do your teachers help students with learning difficulties or disabilities, to learn? How can I find out more about what my child is learning at the moment?**

All teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what your child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress to achieve their individual targets. The

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teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies, which may be suggested by the SENDCo or specialists from outside school, to enable your child to access the learning tasks.

Throughout the school year there are opportunities to meet with the school staff about aspects of the curriculum for example parents' consultation evening. You can also contact subject staff directly. There is information about the school curriculum on our website at <https://meadowparkschool.com>

**Q9 How have you made Meadow Park's buildings and site safe and welcoming for students with SEND or disabilities?**

The school is currently comprised of a two-story block plus a sports hall. There are lifts available in the school building making all areas accessible to wheelchair users. Disabled access toilets are available on each floor. Some students require a supervised quiet area for social times and this is provided, by invitation, in G15.

**Q10 Is there any extra support available to help students with SEND with their learning?**

Where there is a lack of progress, additional support may be needed. Any support provided will always be considered in the light of the type of need, the purpose of the support and expected outcomes. Students with SEND might be supported in any of the following ways:

- Individual or small group work which may take place before or after school or during the school day
- In-class support from a Teaching Assistant or Learning Mentor
- Additional resources
- Access arrangements for examinations, based on need, history of need, and whether it is the student's normal way of working
- Intervention from external agencies
- Where completion of homework is an issue, the student can attend supported homework club in the Hub.

**Q11 How will I know if my child is getting extra support?**

Parents will receive notification that their child is receiving additional support.

**Q12 What social, before and after school and other activities are available for students with SEND?** All students are invited to join in all social and sporting activities and visits. There is a wide range of extra curriculum opportunities across the school ranging from representing the school in sports to inter-college activities to the numerous OOSHL (Out of school hours learning) activities. In addition, for some students with SEND, there is provision at social times in the Hub as well as before and after school.

**Q13 How does Meadow Park support students' emotional and social development?**

Meadow Park has a strong pastoral team in place starting with the mentor and vertical mentor group. In G15 there is a team of non-teaching staff who may provide mentoring or put in place specific interventions for individuals or groups where need is identified. The School Counsellors are based in Meadow House. When appropriate, the advice and support of outside agencies is sought. The school works with Coventry Complex

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communication Team (CCT); Social, Emotional, Mental Health and Learning team (SEMH&L), Coventry Sensory Support Services. In addition, we support or may suggest referrals where appropriate to the School Nursing Service, the Primary Mental Health Team and CAMHS.

**Q14 How are the adults in Meadow Park helped to work with students with a SEND and what training do they have?**

All classroom teachers receive information about the special educational needs and disabilities in their classes. Continuing Professional Development (CPD) in regards to SEND is accessible to all teaching staff, supporting them to build on their previous experience and keep abreast of new developments.

Support staff are also provided with a training programme which covers a variety of SEND. The expertise of outside agencies is sought when appropriate to deliver training to specific groups of staff with regard to specific students or types of SEND. Training and advice is available from agencies such as Coventry Complex communication Team, Sensory Support Service, Educational Psychologist Service, School Nursing Service and The Adoption Service. A number of teachers and support staff have specialist skills and qualifications.

**Q15 What happens if my child needs specialist equipment or other facilities?**

Where a student requires additional technology or equipment and it is a reasonable adjustment to do so, the school will provide this. In the case of a student with a Hearing or Visual Impairment, the school will seek advice from the Sensory Support Service. Additional equipment previously or currently secured by the school includes:

- Word-processing technology
- Writing slopes
- Coloured overlays and reading rulers
- Accessible toilet

**Q16 How will I be involved with planning for and supporting my child's learning?**

There are opportunities for you to be involved in planning for and supporting your child's learning throughout the year. These include a transition evening for students in Year 6 transferring to Meadow Park School; parents' evenings for all students in the year group; review and planning meetings. Please be assured that parents/carers will be informed as soon as the school has identified that their child has SEND and that the school will work in partnership with the parents/carers to plan and review any SEND support.

**Q17 Who will help me to support him/her at home?**

Staff will be able to discuss with you what you can do at home to support your child. External support is also available through positive parenting and & SEND IASS. Please contact the SENDCo or SEND team for further details.

**Q18 How is my child involved in their own learning and decisions made about his /her education?** Students are involved in shaping their own learning through dialogue with their teacher on a daily basis. They are also involved in planning and review meetings, including the Annual Review of the Education Health and Care Plan. Regular department learning walks make good use of student voice and the SEND staff also

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undertake planned student voice activities to ascertain the views of students about their education. Students with SEND meet on a termly basis with staff to review their progress and update their Pupil profiles.

#### **Q19 Who should I contact if I have concerns?**

Your first step should be to make contact with your child's tutor. Alternatively, you could go directly to your child's subject teacher. You might also contact the SENDCo. If this still doesn't resolve your concern the school has a policy on dealing with unresolved issues. Please contact Mrs Angela Carr (Headteacher's PA) for details.

#### **Q20 Who else provides services in school for students with SEN or disabilities?**

The school seeks to ensure that all students make required or better progress and makes provision within the staffing to do this as far as is possible. It may be necessary to secure support from outside agencies. The governing body procures services from particular agencies. Other services are universally available, in particular those provided by the NHS. The school's Service Level Agreements and contracts cover the following agencies:

- Coventry Complex Communication Team  
[http://www.coventry.gov.uk/info/78/care\\_and\\_support/1805/autism](http://www.coventry.gov.uk/info/78/care_and_support/1805/autism)
- Coventry Social, emotional, Mental Health & Learning Team
- Speech and Language Education Service <http://www.coventrychildrensslt.co.uk/>
- Educational Psychology Service <http://www.coventry.gov.uk/edpsych/>
- Sensory Support Service  
[http://www.coventry.gov.uk/info/2000911/visual\\_and\\_hearing\\_impairment/683/sensory\\_support\\_service](http://www.coventry.gov.uk/info/2000911/visual_and_hearing_impairment/683/sensory_support_service)  
The following are universal services routinely used by the school:
- Speech and Language Therapy <http://www.coventrychildrensslt.co.uk/>
- Integrated Children's Service Autism Team  
<http://www.covwarkpt.nhs.uk/services/children/Pages/default.aspx>
- Child and Adolescent Mental Health Service <http://www.covwarkpt.nhs.uk/camhs/Pages/default.aspx>
- Occupational Therapy <http://www.covkidsot.co.uk/>

#### **Q21 How can my family get support from these services?**

The SEND staff can advise whether your child meets the criteria for support from any of these services or whether such support is appropriate. Alternatively, you can contact SEND Information, advice and support service <http://www.coventry.gov.uk/iass>.

#### **Q22 Who should I contact to find out about other support for parents/carers and families of students with SEN or disabilities?**

Further information about support for parents can be sought from SEND staff.

Specialist advice is available from: SEND Information, Advice and Support Services (IASS) (formally Parent Partnership Service) Limbrick Wood Centre/Thomas Naul Croft Coventry CV4 9QX Tel: 024 7669 4307  
<http://www.coventry.gov.uk/iass>

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SEN Management Services e-mail: [SEN@coventry.gcsx.gov.uk](mailto:SEN@coventry.gcsx.gov.uk)

**Q23 Who should I contact if I want to find out more about how the school supports students with SEND?**

SENDCo – Mr John McDonough [j.mcdonough@meadowparkschool.com](mailto:j.mcdonough@meadowparkschool.com) Tel: 02477181132

Deputy SENDCo – Miss Jo Peters [j.peters@meadowparkschool.com](mailto:j.peters@meadowparkschool.com) Tel: 02477181132

**Admission arrangements, additional steps taken and facilities to enable access at Meadow Park School**

**Admission arrangements for students with disabilities**

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act.

The **admission of students with disabilities** is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate students with disabilities should parents wish. Steps are taken to prevent any students being treated less favourably than other students.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

Meadow Park School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Students should be provided with the opportunity to experience, understand and value diversity.

**We have taken the following steps to prevent students with disabilities from being treated less favourably than other students:**

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport and music
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participate for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities

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## MEADOW PARK SCHOOL

THRIVING TOGETHER

- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- using language which does not offend in all its literature and make staff and students aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of

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FINHAM PARK  
MULTI ACADEMY TRUST

Company Registration Number: 07657794



**Existing facilities provided to assist access to the school by students with disabilities are:**

- Wheelchair access at all entrances and sections of the school.
- Carpeted classrooms to aid hearing impaired students learning (except science laboratories)
- Exterior lighting to improve evening access.
- At least two disabled toilets are available on each floor.
- Disabled parking for parents/carers in both car parks.
- Disability and impairment specific awareness training for staff
- Staff and students who know about your impairment have sufficient information and awareness about the adjustments you need
- Staff act as role models for students in treating them with respect and implementing the equal opportunities policy
- Support and information before and during the admissions process
- Study skills support

**SEND specific steps taken to help student with disabilities**

**Autism**

- Access to pastoral support, e.g. particular staff member you can go to with any concern
- G15 access
- Staff to have awareness training
- Specialist tuition support, e.g. language skills or structuring work
- Materials in literal language where possible
- Extra time to read, understand, and produce answers in exams
- To have the same information conveyed in more than one way, e.g. verbally and in writing
- Time to get used to the school site
- Preparation for changes of routine, e.g. around deadlines and exam time
- Use of a separate room with an invigilator
- Use of a prompter to keep focused during exams
- Word processing facilities
- Use of peers as a buddy system.
- Provision of quiet room if there are sensory issues.
- Access to mentoring and study skills support



### **Visual Impairments**

- External specialist support to learn routes to place of study, accommodation, school site and surrounding area (LA provided).
- Time to get used to the school site or site
- Making aware evacuation routes and/or drawing up Personal Emergency Evacuation Plan.
- Personal reader to read course material and exam questions
- Scribes, amanuenses or notetakers to take notes in lessons and dictate answers in exams
- Large print services (LA provided)
- Handouts and booklists in advance for transcription
- Arrangements for placements and field work
- Good lighting, adequate signs and good colour contrasts on signs and buildings
- Taking exams in a separate room with an invigilator
- Extra time to read, understand, and produce answers in exams
- All exam invigilators to be aware of your impairment so they can give time warnings and tell you when to stop writing
- Deadline extensions on assessments as and when needed.
- Alternative exam arrangements
- Modifying or adapting equipment to allow you to participate in practical classes e.g. handheld illuminated magnifiers, beakers with raised markings.

### **Hearing Impairments**

- Key school staff to receive deaf awareness training
- All exam invigilators to be aware of impairment
- Software to help with English, particularly grammar
- Use of a separate room, with an invigilator
- Extra time to read, understand, and produce answers in exams.
- Personal Emergency Evacuation Plan to ensure you can evacuate the building safely in an emergency.

### **Medical Conditions**

Medical conditions include epilepsy, diabetes, ME, eczema, sickle cell anaemia, or asthma.

- Arrangements to meet specific dietary needs, e.g. use of a fridge
- Medical support and emergency arrangements
- Place of privacy to take medication
- Ongoing dialogue with staff for hidden and/or fluctuating condition
- Contact from staff during any periods of time away from studies
- Flexibility in attendance and punctuality if treatments or therapies are tightly scheduled
- Supplying notes or arrangements for catch up sessions
- Awareness among staff of condition
- Maintenance of confidentiality regarding your condition
- All exam invigilators to be aware so they know what to do in a medical emergency
- Supervised rest breaks during exams.

### **Social, Emotional and Mental Health need**

- Timetable planning and help with your work programme to deal with stress. This may include limiting the number of exams in a day or week
- Extra support and help with planning before or during exam and assessment periods Exam officers to be aware that problems may arise during exam periods
- Access to mentoring and study skills support Support from welfare and counselling staff
- Named contact to go to for support when necessary Teaching staff to be clear about what they expect from you
- Flexibility in attendance and punctuality if treatments or therapies are tightly scheduled or during times when difficulties are worse than usual
- Computer equipment to enable study at home
- Quiet room to rest in
- Contact from staff during any periods of time away from studies
- Maintenance of confidentiality about mental health condition
- Sufficient information and awareness among staff who do know about your difficulties, to prevent misconceptions
- Supervised rest breaks during exams
- Prompter to keep focused in exams

### **Physical Difficulties**

- Adapted furniture for studying at home or school and use of these in exams
- Use of assistive technology in exams
- Word processing/laptop services
- Scribes, amanuenses or note takers for lessons and exams
- Support for practical and field work
- Particular travel arrangements
- Timetable planning to ensure accessibility and avoid long distances
- G15 access
- Well-ventilated classrooms
- Extra time for course work and exams, depending on method of communication and working
- Use of a separate room, with an invigilator, if using equipment or taking frequent rests because of fatigue
- Supervised rest breaks during exams

### **Specific Learning Difficulties (for example, dyslexia, dyspraxia, dyscalculia)**

- Specialist tuition support, e.g. language skills or structuring work
- Support with identifying the most relevant books and chapters to read
- Assistive technology such as a computer with dictionary explanations software
- Screen reader
- Use of assistive technology in exams
- Use of a separate exam room, with an invigilator
- Handouts and booklists in advance of classes
- Handouts and exam papers in preferred format, e.g. on different coloured paper
- Scribes, amanuenses or note takers, proof-reader, support worker, and use of amanuenses in exams
- Extra time to read, understand and prepare answers
- Keeping oral instructions simple and concise

- Extra time to check understanding
- Exam papers printed on coloured paper
- Use of coloured filters or overlays
- Use of coloured pens (other than blue or black)
- Advice and guidance from a speech and language therapist

## Accessibility Action Plan

### 1. Increasing the extent to which disabled students can participate in the school curriculum.

	Targets	Strategies	Timeframe	Goals achieved
Short term	Provide a more appropriate vocational curriculum at KS4 for students exhibiting vulnerabilities	Work in partnership with Alternative Providers in extending the range of provision	January 2023 on going	On going
Medium term	Improved training and communications with all staff	Regular daily meetings Information/advice to all departments  SEND Staff training CPD Assessment Whole staff training on specific disabilities when needed	January 2023 on going	On going
Medium term	Improved access for students with IT	Rolling programme to increase laptops	January 2023 on going	On going
Medium term	Monitor disabled accessibility throughout the school	Work with Ops Team to audit building, as necessary make recommendations as applicable	January 2023	On going

## 2. Improving the Delivery of Information to disabled students

	Targets	Strategies	Timeframe	Goals achieved
Short Term	To ensure that all members of the school community are aware of the need to differentiate and provide for students who need information provided in alternative formats.	Staff meetings SEND staff Awareness Training Distributing information / advice to staff when appropriate.	January 2023	On going
Medium Term	To enhance the school learning environment including outdoor learning	To meet with Ops Team as required to identify issues	Ongoing as different needs arise.	On going
Long Term	School to Redesign Curriculum KS3/KS4 to ensure more inclusivity for all students to meet their needs	Continue to refine the KS3/KS4 Curriculum to ensure it meets the needs of all learners	On going	On going

## **REVIEW**

Complete by: John McDonough (SENDCo)

Reviewed by: Jo Brown (Assistant Headteacher)

Updated: January 2023

Next Review Date: January 2024

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