



## MEADOW PARK SCHOOL

### **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 & Equality policy
- Equal opportunities policy
- Safeguarding policy
- Accessibility plans
- Admissions policy
- Teaching and Learning policy
- Medical Needs 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, Dyspraxia, moderate-severe learning difficulties)
- Social, emotional and mental health (e.g. Attachment difficulties, Anxiety, ADHD, ADD)
- Sensory difficulties with sight or hearing, or physical difficulties (e.g. Visual/Hearing impairment, mobility difficulties)

Meadow Park School, Abbey Road, Coventry, CV3 4BD

Headteacher: Mrs B Pettman

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## MEADOW PARK SCHOOL

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

Students are identified as having SEN when their progress has changed regardless of Quality first Teaching strategies used in their classrooms. Progress could become significantly slower than that of their peers starting from the same baseline, a child could fail to match or better their previous rate of progress, or the attainment gap between the child and their peers increases. This identification will be supported by appropriately chosen interventions and additional resources. Students will be placed on the SEND register and specific plans and student profiles will be created in collaboration with the student, parent(s)/carers, class teachers and the SENDCO. Students with a diagnosed disability will be recorded on the register, not all students will require above and additional to the provision of their peers but if they do appropriately chosen interventions, additional resources and specific plans and student profiles will be created in collaboration with the student, parent(s)/carers, teachers and the SENDCO.

### **Q3 How will I know if my child is receiving SEND support?**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering will also include a discussion with parent/carers and the student. If your child's needs are supported above and beyond the provision of others then they will be placed on the SEND register and in collaboration with parent/carers a student profile and learning plan will be created. Once this has been completed you will also be formally notified in writing with our agreed actions.

### **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 achieve the best possible outcomes academically, socially and in regards to their mental wellbeing.

### **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 and virtual evenings throughout the year, termly progress checks and one full report each year. In addition, 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 SEND register there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals, dependent on need.

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## MEADOW PARK SCHOOL

### **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/carer of a child with SEND and who is receiving specific intervention, you will receive communication at the end of the intervention to summarise the impact of it and work collaboratively with the SEND team to update your child's student profile and learning plan.

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. During these 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 regularly
- 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. Meadow Park is an inclusive school and we adopt this approach within the classroom setting, students make the best progress and achieve the best outcomes with Quality first Teaching and this is the main approach to children with SEND achieving their full potential. 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 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/learning-with-us/curriculum-overview/>

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### **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 the ground floor. Some students require a supervised quiet area for social times and this is provided, by invitation The Hive or at Meadow House.

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

Where there is a lack of progress or cause for concern, 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 Higher Level Teaching Assistant or a member of staff from Meadow House
- Additional resources (eg coloured overlays, use of assistive technology, visual timetables)
- Access arrangements for examinations, based on need, history of need, and whether it is the student's normal way of working
- Assessments or Intervention from external agencies
- Where completion of homework is an issue, the student can attend supported homework club in the Library on a Tuesday and Thursday, supported by HLTAs and our school librarian.

### **Q11 How do the school assess for additional support in examinations (Exam Access Arrangements)?**

Access arrangements are formally assessed at the start of KS4, to meet the criteria set by the Joint Centre of Qualification. This process involves collating students' usual way of working from their teachers, collating any diagnosis or individual reports from external agencies and completing diagnostic assessments to provide as evidence for requesting any additional support during examinations. These include access to a quiet room, extra time, a scribe, rest breaks, use of assistive technology, use of a reader pen. Students who start in Year 7 at Meadow Park will have recently completed their KS2 assessments and any additional support during these will be collated and used as their usual way of working. Further diagnostic assessments and review of other assessments (including in class and reading ages) will help guide class teachers to support students in their assessments.

### **Q12 How will I know if my child is getting extra support?**

Some students will arrive on the SEND register due to their previous school placing them on it, their records will be requested and through discussions a student profile will be created and shared with teachers, parents and the pupil. If the school have identified an undiagnosed need or have a concern regarding progress and attainment, parents will be invited in for a meeting with the SEN team. If after initial support students are added to the SEND register, parents will receive written notification that their child is receiving additional support and a profile will be created collaboratively. At the start of an intervention block parents will be noted

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## MEADOW PARK SCHOOL

by Synergy, our parent communication App.

### **Q13 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-house activities to the numerous OOSHL (Out of school hours learning) activities. Meadow House host a breakfast club which is available to all students from 8.20am each weekday morning.

### **Q14 How does Meadow Park support students' emotional and social development?**

Meadow Park has a strong pastoral team in place starting with vertical tutor groups, students are placed in a House on their arrival and they will stay within this House overseen by a Head of House (teaching staff) and a Deputy Head of House (Non-teaching staff, pastoral and safeguarding), this works well for consistency of care and support of students' emotional and social development.

In The Hive 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. Meadow Park School is fortunate to have full time counsellors on the school site, based at Meadow House. Meadow House have a team of non-teaching staff who support students with SEMH needs and strategies for short term and long-term interventions (eg friendship groups, anxiety interventions).

Students are also supported by their peers through the Anti-Bullying Ambassador Team and Youth Mental First Aiders, who are visible in the school and have led assemblies to raise awareness and the support offered. The team at Meadow House and in The Hive work closely to support the development needs of students' in the school. When appropriate, the advice and support of outside agencies is sought. The school works with Coventry Complex 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 Neurodevelopmental Team, the Primary Mental Health Team and CAMHS.

### **Q15 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. All staff members at Meadow Park School have access to The National College, which provides webinars on a range of specialisms.

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

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## MEADOW PARK SCHOOL

skills and qualifications.

### **Q16 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
- Use of a reader pen

Any specialist equipment will also be applied for use in external examinations as it will be the student's usual way of working.

### **Q17 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.

### **Q18 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, Early Help and & SEND IASS. Coventry Council provide more information through Your Local Offer on their website: <https://www.coventry.gov.uk/coventrys-special-educational-needs-disability-send-local-offer> Please contact the SEND team for further details.

### **Q19 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 undertake planned student voice activities to ascertain the views of students about their education. Student voice is also captured during the review of their interventions, student profiles and learning plans.

### **Q20 How does the school support my child in moving between phases of education and in preparing for adulthood?**

Our School values show that life at Meadow Park isn't just getting the qualification needed for the next stage but to create global citizens. We have three values;

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## MEADOW PARK SCHOOL

**Nurturing Excellence** - Every member of our community is an individual. By providing a world class education, and treating all with kindness and respect, we create a deep-rooted culture where everyone continually strives for their very best with resilience, determination and integrity

**Growing Aspiration** - Our students are taught that the only limit to future is their own ambition. By creating opportunity, removing barriers and instilling belief, students are supported and challenged to achieve.

**Thriving Together**- With pride, aspiration and the qualifications to succeed, our students will play active roles in our community and take a leading role in being a global citizen of the 21st Century – not only within Coventry, but nationally and internationally.

Students are supported throughout their time at Meadow Park School in making positive choices for their education and their adulthood. Throughout their time in school they will be supported but more so during the transition between key stages, where students will have regular support from their tutor, class teachers and subject leads. In addition to this the school careers advisor helps students consider the qualification and skills and/or attributes they need for their future careers. Some students will have access to Alternative Learning, to support their preparations for adulthood.

### **Q21 How do we evaluate the effectiveness of the provision made for children and young people with SEN?**

We are very fortunate to have two non-teaching SENDCOs, giving time to create and evaluate the provision for students with SEND. All interventions are created with a baseline and outcomes are assessed. Students with additional provision have SMART targets which will be reviewed, not just in progress but the appropriateness of the provision to reach the target. All teachers are teachers are SEND and are responsible for appropriate tracking and assessments of all students, but will also have SEND as a special focus group, which the SENDCO will oversee.

### **Q22 Who should I contact if I have concerns?**

Your first step should be to contact your child's tutor. Alternatively, you could go directly to your child's subject teacher, their Head of House or the SENDCO, depending on the nature of your concern. 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.

### **Q23 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**  
<https://www.coventry.gov.uk/coventry-send-support-service/complex-communication-team>
- **Coventry Social, Emotional, Mental Health & Learning Team**  
<https://www.coventry.gov.uk/social-emotional-mental-health-learning-team>
- **Speech and Language Education Service**  
<http://www.coventrychildrensft.co.uk/>
- **Educational Psychology Service**

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## MEADOW PARK SCHOOL

<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:

- **RISE – Neurodevelopmental Team**

<https://cwise.com/neurodevelopment/>

- **Child and Adolescent Mental Health Service**

<http://www.covwarkpt.nhs.uk/camhs/Pages/default.aspx>

- **Occupational Therapy**

<http://www.covkidsot.co.uk/>

### **Q24 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 <https://www.covsendiass.co.uk/>

### **Q25 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

Website: <https://www.covsendiass.co.uk/>

Email: [IASS@coventry.gov.uk](mailto:IASS@coventry.gov.uk)

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

### **Q26 Who should I contact if I want to find out more about how the school supports students with SEND?**

Email the SEND team [send@meadowparkschool.com](mailto:send@meadowparkschool.com) or ring us using the school phone number 0247 7 18181 132 (Extension numbers shown below)

**SENDCO** – Mrs Lizi Towle (Extension Number 3556)

**Deputy SENDCO** - Ms Jo Peters and HLTAS (Extension Number XXXX)

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

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### **Please read in conjunction with the following policies;**

- SEND Policy
- Admissions Policy
- Accessibility Plan

### **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

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## MEADOW PARK SCHOOL

- 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
- 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 disabled people.
- Sharing of appropriate information with class teachers by creation of student profiles with information initially from the previous school. Once on roll the profile will be updated with student voice and observations, further information collated.
- Creation of a risk assessment (if appropriate) to ensure they are safe whilst on school grounds

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**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
- 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 supported by a Homework Club held in the Library supported by the HLTA team

**Accessibility Action Plan**

Consideration of the following subheadings and our actions can be found in our Accessibility Action Plan on our school website under policies;

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- Improving the admission process of pupils with a disability
- Improving the provision and school experience for pupils with a disability
- Ensuring a robust system for consideration of examination access arrangements for pupils with a disability



## **REVIEW**

Completed by: Mrs Lizi Towle (SEND/CO)

Reviewed by: Dr Jo Brown (Assistant Headteacher)

Updated: October 2023

Next Review Date: September 2024

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