



## **Local Offer 2024/25**

### **Introduction**

This document has been put together to help answer some frequently asked questions about special educational needs. Hopefully your questions will be answered but if you feel that you have any other questions please do not hesitate to contact the school on 0113 3230010. This is what is called the Leeds Local Offer.

### **Frequently Asked Questions**

#### **What do I do if I think my child may have Special Educational Needs?**

If at any point during the school year you have concerns about your child's learning, your first step should be to speak with their class teacher. They know your child well and will be able to talk through any worries you may have, as well as share what they are noticing in school.

If, after this initial conversation, it is felt that your child may have additional needs that require further support, the class teacher will complete an Internal Referral Form and meet with our Special Educational Needs Coordinator (SENCO), Clare Almond. From there, a meeting will be arranged with you to talk through a plan of action together.

Wherever possible, we aim to keep the number of meetings to a minimum, while ensuring all relevant information is shared. This helps avoid the need for you to repeat your concerns multiple times. The SENCO will coordinate these meetings and keep both parents and class teachers informed of any changes to your child's support or any further referrals.

In some cases, if the class teacher and SENCO feel that additional advice or input is needed, we may request your permission to seek support from the Leeds Special Educational Needs team or the extended services team within our Trust. It might also be necessary to discuss a referral to specialist services via your GP.

We are committed to working closely with you and ensuring your child gets the support they need.

#### **How will school support my child?**

It's very common for children to need a little extra help at some point during their school journey. If your child has an additional need that is being supported in school, you will always be informed.

Support may take different forms. Your child might work in small groups or sometimes receive 1:1 support from an adult. If they are working towards specific targets, they may have an *Individual Support Plan* in place.

These personal targets are often worked on as part of a group, but they will also be shared with you so that you can support your child's learning at home. Wherever possible, we encourage follow-up activities at home, and we really value the support you provide—this partnership makes a big difference to your child's progress.

If your child takes part in a targeted intervention or receives additional 1:1 support, their progress will be carefully monitored and shared with you. Should concerns remain, we will invite you to a follow-up meeting to discuss the next steps. Equally, if your child has made good progress and no longer requires that level of support, we will hold a review meeting to discuss and celebrate this.

In some cases, we may be able to request additional resources or support within school to help meet your child's needs. If this happens, we will keep you fully informed.

### **How will the curriculum be matched to my child's needs?**

At our school, we strive to make all learning experiences relevant, engaging, and appropriately challenging. We believe that challenge is key to making good progress—but it's always carefully balanced with the right level of support to help your child develop independence and confidence in their learning.

Children are taught how to access the resources and tools they need to succeed, helping them take ownership of their learning journey.

For children with Special Educational Needs or Disabilities (SEND), this may include working more closely with an adult or completing developmental tasks that are specifically tailored to their individual targets.

Throughout the planning process, we take your child's strengths and learning preferences into account. Where possible, we incorporate different learning styles into our lessons, so that every child feels included and can enjoy their learning in a way that suits them best.

### **How will I know how well my child is doing and how will you help me to support my child's learning?**

We have a range of systems in place to keep you informed about your child's progress throughout the year.

You will receive two written reports each year outlining your child's strengths and areas for development. In addition to this, we hold three parent evenings annually. We strongly encourage you to attend these, as they provide an important opportunity to meet your child's class teacher, celebrate their achievements, and discuss their next steps.

Our staff are available in classrooms before and after school and welcome informal conversations about your child. If a longer discussion is needed, or if you have specific concerns, we are happy to arrange a meeting at a mutually convenient time. Members of the leadership team and our SENCO, Clare Almond, are also regularly available on the playground to answer questions or offer support.

If your child has a Special Educational Need or Disability (SEND), there may be additional meetings throughout the year to discuss their progress, plan next steps, or coordinate with other professionals. You will always be informed well in advance of any formal meetings involving external agencies, with time given to talk through the purpose of the meeting both before and afterwards.

If you ever feel unsure, need additional support, or just want to talk something through, our Learning Mentor team and Parent Support Worker are here to help. You can contact:

- Saphron Middleton – Learning Mentor

- Dawn Dickinson – Learning Mentor

All can be reached through the school's main office.

You may also wish to access support from SENDIASS (Leeds SEND Information Advice Support Service). This is an independent service offering impartial advice to parents and carers. We have information leaflets available at school, or you can contact them directly at: 0113 395 1200 [sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk)

### **What Support Will Be in Place for My Child's Overall Well-Being?**

At Meadowfield, the well-being of every child is a top priority. We are committed to creating a nurturing environment where all children feel safe, valued, and supported.

Children are regularly encouraged to talk about how they are feeling, and they are taught strategies to help them manage challenges related to learning, emotions, or behaviour. They know who to speak to if something is worrying them.

For children who need time to talk through their feelings, *The Oasis* offers a daily 'Drop-in' service. This provides a quiet, calm space where children can speak to a trusted adult away from the busy classroom environment. If further support is needed, your child may be offered more focused 1:1 sessions or small group work to help them manage and understand their emotions.

In cases where a child is finding it especially difficult to engage with learning due to emotional or behavioural challenges, we may seek additional support through the expertise of our Cluster Team. The Cluster is a partnership of local schools working together to provide access to Behaviour Support Workers, Emotional Wellbeing Workers, and Mental Health Specialists.

If we feel your child would benefit from this additional support, we will always speak with you first. You'll have the opportunity to meet with our Learning Mentor team or SENCO to talk through what's being offered and how it may help.

Our school uses a restorative approach to help children build strong relationships, overcome worries, and resolve conflicts with their peers in a positive and respectful way.

### **What Specialist Services and Expertise Are Available or Accessed by School?**

Being part of the Leeds community means we are able to access a wide range of services and support for children and families.

If your child is experiencing difficulties with their learning, school may contact the Special Educational Needs Inclusion Team (SENIT) for advice. With your consent, a referral can be made to the team. This may result in a visit to school, where a specialist will spend time with your child and carry out a range of educational assessments. A detailed report will then be provided with advice and strategies to support your child's learning and outline next steps.

For children who are facing emotional, social, or behavioural challenges, we can access the Cluster team. If appropriate, a key worker may be assigned to your child to offer tailored support. The Cluster may also make referrals to CAMHS (Child and Adolescent Mental Health Services) for additional support both in school and at home.

We are also very fortunate to have access to specialist speech and language provision. Our on-site Speech and Language Specialist works closely with teachers to identify needs, set personalised targets,

and deliver 1:1 or small group sessions. In addition, an NHS Speech and Language Therapist visits school fortnightly to support children who are under their care.

These services allow us to ensure that your child receives high-quality, tailored support, and we will always keep you informed and involved throughout the process.

### **What Training Do Staff Supporting Children with Special Educational Needs or a Disability Have?**

At Meadowfield, we are committed to ensuring that all staff working with children with Special Educational Needs or Disabilities (SEND) are well-equipped, knowledgeable, and confident in providing the highest standard of support.

Our school SENCO, Mrs Clare Almond, leads on SEND across the school. Mrs Almond holds a degree in Special Educational Needs from Liverpool John Moores University and has successfully completed the National Award for SEN Coordination - a statutory qualification for all school SENCOs. Mrs Almond also works closely with the local authority and Red Kite Trust to stay up to date with current guidance, legislation, and best practice.

All class teachers receive regular training and ongoing professional development in SEND. This includes both external training courses and in-house workshops delivered by the SENCO and other specialists. Training topics range from supporting children with autism and ADHD, to speech and language strategies, dyslexia awareness, trauma-informed practice, and more.

If your child receives 1:1 support, the staff member working with them is fully briefed on their needs and supported with tailored training. They also receive regular updates and supervision to ensure consistency and quality in the support they provide.

We also work closely with the Red Kite Trust and Leeds City Council to access high-quality specialist training. This includes opportunities for Special Needs Assistants (SNAs) to attend accredited courses, workshops, and network meetings focused on key areas such as emotional regulation, sensory needs, attachment, and inclusive communication strategies.

Our whole-school approach ensures that SEND is not the responsibility of one person, but a shared commitment across our entire team.

### **How Will My Child Be Included in Activities Outside the Classroom?**

At Meadowfield, we believe that learning doesn't stop at the classroom door. We are proud to offer a wide range of enrichment opportunities, including school trips, special events, themed days, and after-school clubs - all designed to enhance children's learning, build confidence, and develop new interests.

All children are encouraged to take part, and we are committed to making sure that pupils with Special Educational Needs or Disabilities (SEND) are fully included in every aspect of school life.

If your child has an interest in a particular club or activity, we will do everything we can to make it accessible for them. Where needed, additional support can be arranged, whether that's a familiar adult attending a club alongside them or reasonable adjustments being made to ensure their needs are met.

For school trips or residential, we work closely with families in advance to plan for any support or adaptations your child may require to participate safely and confidently. Risk assessments are always tailored to reflect individual needs and ensure every child can take part.

We believe strongly in the value of inclusion and will always work in partnership with you to make sure your child feels part of the wider school community - both in and out of the classroom.

### **How Accessible Is the School?**

Meadowfield is proud to be a modern, inclusive school designed with accessibility in mind. As a purpose-built setting, the school has step-free access to all areas, making it safe and easy for all children and adults to move around independently.

We are equipped with a disabled toilet and a fully resourced hygiene suite, which includes a height-adjustable changing bed to support children who require help with personal care. These facilities ensure that we can meet a range of physical and medical needs in a dignified and supportive way.

We are always happy to consider and implement reasonable adjustments to support a child's individual needs - whether they are related to mobility, sensory processing, or medical requirements. Where appropriate, we can also seek advice from the Occupational Therapy team to help identify practical strategies, equipment, or changes to the environment that will support your child's access and comfort in school.

Our aim is to ensure that every child can fully participate in all aspects of school life, and we work closely with families to make sure any adjustments are tailored and effective.

### **How Will the School Help My Child on Transfer to the Next Phase of Their Education?**

We understand that transitions—whether moving between year groups, schools, or even returning to whole-class teaching—can be a time of uncertainty and change for both children and their families. At Meadowfield, we are committed to making these transitions as smooth and supportive as possible through careful planning and clear communication.

#### **Moving Year Groups:**

As your child moves into a new year group, relevant information about their progress, strengths, and needs will be passed on to the new class teacher to ensure a seamless transition. We also encourage open communication, and there will be opportunities for you to meet with staff during parents' evenings or arrange individual meetings with the SENCO to discuss any concerns you may have.

#### **Transition to High School:**

When your child is preparing to move to high school, we will ensure they are fully supported. This will include visits to the new school where your child can meet key staff members, tour the school, and familiarise themselves with the new environment. For children with special educational needs, we arrange meetings between our school and the receiving high school to share important information and ensure the high school is well-prepared to meet your child's needs.

Further parent meetings will be scheduled to discuss the transition process, answer any questions, and ensure all parties are well-informed. To reduce anxiety, some children may be provided with a transition plan or transition book that outlines key dates, people, and activities to help them feel more confident about the upcoming change.

### **How Are the School's Resources/Funding Allocated and Matched to the Children's Needs?**

At Meadowfield, we are committed to using our resources and funding effectively to ensure every child receives the support they need to thrive. However, it's important to note that the funding structure for

SEND provision has recently changed, as part of the Leeds City Council SEND and Inclusion Transformation Programme.

Previously, the Funding for Inclusion (FFI) model allowed for additional resources to be allocated to children with various levels of need. However, under the new system, only children who have significant needs and an Education, Health, and Care Plan (EHCP) are eligible for additional funding. This funding is used to provide personalised support tailored to the child's specific needs, alongside their access to whole-class teaching.

The SENCO and class teachers work closely to ensure that all children's needs—whether academic, emotional, or physical—are met using the resources available. These may include:

- 1:1 support for children with higher levels of need.
- Small group interventions to address specific learning challenges.
- Specialist equipment or resources, such as sensory tools, communication aids, or adapted materials, to help children access the curriculum.
- Access to external agencies or specialist support, such as speech and language therapy or occupational therapy, when needed.

While funding is now more targeted, we continue to be creative and flexible in how we use our resources, ensuring all children, regardless of their need, have access to a supportive, inclusive learning environment.

### **How Are Parents Involved in the School and How Can I Be Involved?**

At Meadowfield, we value the involvement of parents in all aspects of school life. We offer a wide range of opportunities for you to engage with your child's learning and the school community.

In addition to the main parents' evenings, we hold weekly Star Badge Assemblies, where children are celebrated for their achievements, as well as open classroom events, where you can join us in celebrating the successes of your child and their peers.

From time to time, we also invite parents to become Parent Governors, who play an important role in shaping the direction of the school and ensuring it meets the needs of both students and staff.

For those who prefer to share feedback anonymously, we distribute yearly questionnaires where you can provide comments and suggestions for improvement. We also keep you connected through our Facebook Page, Class Dojo, and the school website, all of which provide updates and a platform for communication.

We believe that strong partnerships with parents are key to a child's success, and we are always open to your ideas and involvement.

### **Who Can I Contact for Further Information?**

If you have any further questions or would like more information, please feel free to contact Mrs. C. Almond (SENCO) or Saphron Middleton (Learning Mentor). Alternatively, you can reach the school office on 0113 323 0010 to arrange an appointment. We are here to support you and your child and look forward to assisting in any way we can.