

The school's offer

The September 2014 Code of Practice identifies four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

As the code clearly states 'In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.' Children with Autistic Spectrum Condition (ASC) for example are likely to have needs across all areas, including particularly sensory needs.

The table below outlines the particular areas of expertise the school has as well as an overview of the provision the school puts in place to support the individual needs of children.

Communication and Interaction Needs		
Diagnosis	Background Information:	What the school does:
Autistic Spectrum Condition	Recent years have seen an increase in the number of children being diagnosed with a condition of Autism, who staff have identified as being on the Autistic Spectrum and are gathering evidence to support a referral, are on the waiting list to be assessed, or who have joined the school with an existing diagnosis. This is true across Solihull LA, indeed, due to the increase in numbers provision across the LA is being increased to cope with the ever increasing rise in demand for provision.	<ul style="list-style-type: none"> ▪ Carefully differentiates the curriculum ▪ Develops Needs Based Plans, including relevant interventions ▪ Develops the use of a visual timetable and task board ▪ Develops intervention groups to support specific needs ▪ Shares important information with all staff, so that everyone has a shared understanding of a child's individual needs via the use of a passport ▪ Actively seeks support and advice from relevant agencies to ensure barriers to learning are identified and acted upon. ▪ Works with parents/carers and the Autism Team to develop a Needs Based Plan ▪ Provides additional adult support as and when necessary ▪ Adapts the classroom to try and provide a low stimulatory learning environment ▪ Provides excellent pastoral care

		<ul style="list-style-type: none"> ▪ Staff have completed Level 1 and 2 Autism Education Trust (AET) Training. Some staff have also completed Level 3 Training. ▪ School is working towards achieving the AET School Standards and has an Action Plan to facilitate this ▪ To support each stage of transition a Transition document is created with each child. This is shared at home too ▪ Holds at least termly review meetings with parents to discuss progress made against individual targets ▪ Provides regular training opportunities for staff tailored to meet the individual needs of the children they work with ▪ Provides excellent pastoral care ▪ School has an Autism Champion ▪ Ensures a fully inclusive curriculum and learning environment
<p>Speech, Language and Communication Needs</p>	<p>The school has supported many children with Speech, Language and Communication Difficulties. These needs have varied with some unable to communicate what they want to, others who find it difficult to understand what is being said to them, to those who do not understand social conventions relating to communication (often as a result of Autism).</p>	<ul style="list-style-type: none"> ▪ Carefully differentiates the curriculum, especially in terms of language, ensuring language is simplified, repeated and modelled as appropriate ▪ Develops Needs Based Plans, including relevant interventions ▪ Develops the use of a visual timetable and task board ▪ Develops intervention groups to support specific needs ▪ Shares important information with all staff, so that everyone has a shared understanding of a child's individual needs via the use of passport ▪ Actively seeks support and advice from relevant agencies

		<p>including the school's Speech and Language Therapist to ensure barriers to learning are identified and acted upon.</p> <ul style="list-style-type: none"> ▪ Works with parents/carers to implement targets from NHS Speech and Language Therapists ▪ Provides additional adult support as and when necessary ▪ Provides regular training opportunities for staff tailored to meet the individual needs of the children they work with ▪ Holds at least termly review meetings with parents to discuss progress made against individual targets ▪ Provides excellent pastoral care ▪ Ensures a fully inclusive curriculum and learning environment
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Cognition and Learning Needs

Diagnosis	Background Information:	What the school does:
Moderate Learning Difficulties	A number of children have been assessed as having Moderate Learning Difficulties. Staff successfully differentiate the curriculum to ensure their needs are met.	<ul style="list-style-type: none"> ▪ Carefully differentiates the curriculum ▪ Develops Needs Based Plans, including relevant interventions ▪ Develops the use of a visual timetable and task board ▪ Develops intervention groups to support specific needs ▪ Shares important information with all staff, so that everyone has a shared understanding of a child's individual needs via the use of passport ▪ Actively seeks support and advice from relevant agencies to ensure barriers to learning are identified and acted upon.

		<ul style="list-style-type: none"> ▪ Provides additional adult support as and when necessary ▪ Provides regular training opportunities for staff tailored to meet the individual needs of the children they work with ▪ Holds at least termly review meetings with parents to discuss progress made against individual targets ▪ Provides excellent pastoral care ▪ Ensures a fully inclusive curriculum and learning environment
Dyslexia	<p>Meriden school has supported children who have been identified as having possible dyslexia, those who have been diagnosed whilst at the school and those who have joined the school with an existing diagnosis of dyslexia.</p>	<ul style="list-style-type: none"> ▪ Carefully differentiates the curriculum ▪ Develops Needs Based Plans, including relevant interventions ▪ Develops the use of a visual timetable and task board ▪ Develops intervention groups to support specific needs ▪ Shares important information with all staff, so that everyone has a shared understanding of a child's individual needs via the use of passport ▪ Actively seeks support and advice from relevant agencies to ensure barriers to learning are identified and acted upon. ▪ Provides additional adult support as and when necessary ▪ Provides regular training opportunities for staff tailored to meet the individual needs of the children they work with ▪ Gathers evidence to acquire a diagnosis of Dyslexia from Solihull LA via the Dyslexia Panel ▪ Holds at least termly review meetings with parents to discuss progress made against individual targets

		<ul style="list-style-type: none"> ▪ Provides excellent pastoral care ▪ Ensures a fully inclusive curriculum and learning environment
Social, Emotional and Mental Health Needs		
Attention Deficit Disorder	Meriden school has successfully supported a number of children with Attention Deficit Disorder (ADD) and has differentiated the curriculum and environment to meet their needs	<ul style="list-style-type: none"> ▪ Carefully differentiates the curriculum ▪ Develops Needs Based Plans, including relevant interventions ▪ Develops the use of a visual timetable and task board ▪ Develops intervention groups to support specific needs ▪ Shares important information with all staff, so that everyone has a shared understanding of a child's individual needs via the use of passport ▪ Actively seeks support and advice from relevant agencies to ensure barriers to learning are identified and acted upon. ▪ Provides additional adult support as and when necessary ▪ Provides regular training opportunities for staff tailored to meet the individual needs of the children they work with ▪ Holds at least termly review meetings with parents to discuss progress made against individual targets ▪ Provides excellent pastoral care ▪ To support inclusion the school makes adaptations to equipment and resources ▪ Ensures a fully inclusive curriculum and learning environment
Attachment Disorder	The school has supported children who have been	<ul style="list-style-type: none"> ▪ Carefully differentiates the curriculum

	<p>identified as having possible Attachment Disorder and staff have received training on this condition and have been supported by outside agencies to ensure children's needs are met.</p>	<ul style="list-style-type: none"> ▪ Develops Needs Based Plans, including relevant interventions ▪ Develops the use of a visual timetable and task board ▪ Develops intervention groups to support specific needs ▪ Shares important information with all staff, so that everyone has a shared understanding of a child's individual needs via the use of passport ▪ Actively seeks support and advice from relevant agencies to ensure barriers to learning are identified and acted upon. ▪ Provides additional adult support as and when necessary ▪ Provides regular training opportunities for staff tailored to meet the individual needs of the children they work with ▪ Holds at least termly review meetings with parents to discuss progress made against individual targets ▪ Provides excellent pastoral care ▪ To support inclusion the school makes adaptations to equipment and resources ▪ Ensures a fully inclusive curriculum and learning environment
Sensory and/or Physical Needs		
<p>Dyspraxia/ Developmental Co-ordination Disorder Cerebral Palsy</p>	<p>The school has supported children who have been identified as having possible dyspraxia and those who have joined the school with an existing diagnosis of dyspraxia.</p>	<ul style="list-style-type: none"> ▪ Carefully differentiates the curriculum ▪ Develops Needs Based Plans, including relevant interventions ▪ Develops the use of a visual timetable and task board ▪ Develops intervention groups to

<p>Cerebral Visual Impairment</p>		<p>support specific needs</p> <ul style="list-style-type: none">▪ Shares important information with all staff, so that everyone has a shared understanding of a child's individual needs via the use of passport▪ Actively seeks support and advice from relevant agencies to ensure barriers to learning are identified and acted upon.▪ Provides additional adult support as and when necessary▪ Provides regular training opportunities for staff tailored to meet the individual needs of the children they work with▪ Holds at least termly review meetings with parents to discuss progress made against individual targets▪ Provides excellent pastoral care▪ To support inclusion the school makes adaptations to equipment and resources▪ Ensures a fully inclusive curriculum and learning environment
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