Meeting Special Educational Needs & Disabilities

The Meadows Primary School

SEND POLICY

Early Years ◆ Primary ◆

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1. Principles and Objectives:

A child or young person has SEN if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice January 2015)*

For children aged two or over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if they are likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used in this Code across the 0-25 age range but includes LDD.

Our SEND policy has been based on:

- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- Part 3 of the Children and Families Act 2014 (legal duties for SEN)
- The SEND Regulations 2014
- The Equality Act 2010

2. Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

- We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. **communication and interaction, cognition and Learning, social, emotional and mental health, and sensory and/or physical needs**.

3. Admissions:

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.
- Pupils with Education and Health Care Plans (EHCPs) are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

4. Identification of SEND

We are committed to the early identification and intervention of children who may have Special Educational Needs and Disabilities. In school we continually track and monitor pupil progress to ensure that pupils are on track to reach their full potential and beyond. However, on some occasions, some pupils may find it more difficult to make progress. When this happens, we use the, 'Plan, do, Review' approach.

Partnership with Parents/Carers:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books/online learning platform.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents/carers, schools, Local Authorities (LAs) and others. This is important in enabling any pupil with SEND to achieve their full potential.

- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

- Parents are encouraged to discuss any issues and concerns with the class teacher/SENDCO/Headteacher/SEND Governor.

5. How we consult, assess and review with parents and carers

Partnership with parents:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion during termly parents' meetings, other informal conversations, as well the on-going dialogue via the school's online platforms.

- Parents/carers (and pupils where appropriate) are invited to termly review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

- For pupils who have a Graduated Support Plan (GSP), or an EHCP, we will hold annual reviews in addition to the termly meetings. Pupils (where appropriate), parents/carers and professionals who are working with the pupil, will be invited to the meeting to review progress and set new challenging targets for the future.

- We work closely with all parents/carers to listen to their views so that we build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

- Parents/carers will always be kept informed of any additional or different provision being given.

- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers. Parents/carers are encouraged to use the Shropshire Information Advice and Support Service (IASS) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

- We promote a culture of co-operation between parents/carers, schools, the Local Authority and others. This is important in enabling any pupil with SEND to achieve their full potential.

We believe that parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.

6. How we consult with children with SEND

Pupil participation:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

- Pupils participate, where possible, in all the decision-making processes, including setting termly targets and contributing to their individual learning plans, discussing their choices, assessment of needs and in the review procedures.

7. Management of SEND within the school:

- Parents/carers will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

- Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children working in partnership with the school.

- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2013 (updated May 2015):

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.

- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

8. Specialisms:

The Special Education Needs and Disabilities Coordinator, Mrs Sam Thomas, has worked throughout the primary age range and specialises in Speech and Language, having completed two ELKLAN courses. She is currently completing the NPQSENCO. This is in line with the Special Educational Needs and Disability (Amendment) Regulations 2024 where it states the SENDCO will complete the statutory NPQ for SENDCO within three years of appointment. In the meantime, she is working under the watchful eye of the previous SENDCO and newly appointed headteacher, Mrs Angie Jones to ensure consistency and high provision for all.

- The school has experience in supporting children with a variety of needs (Speech and Language, Occupational Therapy, phonics, emotional and mental health well-being, Learning etc)

- A resource base is equipped with additional materials and the school has a number of small rooms for intervention support.

- There is access to the school for wheelchairs and suitable toilet facilities for disabled children.

Teaching and Support Staff with other specialisms	
R Beetson	Level 2 certificate Caring for Children & Young People, Level 2 Certificate in Understanding Children & Young People's Mental Health, Level 2 Certificate in Understanding Autism, Level 3 Diploma in Specialist Support For Teaching & Learning in School, Crisis Institute Prevention (CPI) Trained, Talk Boost (KS2) trained, Cool Kidz trained, Type 1 Diabetes Awareness trained
C Duxbury	NVQ3; Early Years; HLTA; Elklan Trained; Talk Boost Trained, Understanding Your Child trained Facilitator
T Evans	Higher Level Teaching Assistant (HLTA); Learning Mentor; Parent Support Advisor; Autism Awareness; Mental Health Well-being; ELSA Trained; Solihull Approach Facilitator, Brain Development & Attachment; Self Harm & Introduction to Storm; No Worries; Restorative Practice; Mental Health First Aid; Seasons for Growth Grief Education; Friends for Life; Anger Management; Reach for the Top (Self-esteem); SUMO; Drawing & Talking Therapy; ISA Training; Understanding Children & Young People's Mental Health
S Graham	HLTA; Nurture Group Qualified
M Howell	HLTA
A Jones	Crisis Prevention Institute (CPI) Trained; Emotion Coaching Lead Practitioner
C Lewis	Level 2 Certificate in Introducing Caring for Children and Young People; Level 2 Certificate in Understanding Children & Young People's Mental Health; Level 2 Certificate in Understanding Autism; Level 3 Diploma in Specialist Support for Teaching and Learning in Schools; British Sign Language Diploma
H Meredith	Diploma in supporting and learning in schools (level 3)
S Thomas	Elklan trained Sensory Circuits training, ADHD training, Attention and Listening in EYFS trained, Colourful Semantics training, Squiggle Me Into a Writer Trained, Word Aware (Teaching Vocabulary) trained, Crisis Prevention Institute (CPI) Trained, currently completing NPQSENCO
T Morris	Elklan trained; Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
C Robinson	Talk Boost Trained
S Weaver	Degree in Child and Adolescent Mental Health and Well-being
E Williams	ELSA Trained
S Wynn	Elklan Trained; Talk Boost Trained; Level 3 Diploma in Specialist Support for Teaching and Learning in Schools; Level 3 Diploma in Supporting Learners with Dyslexia, Level 2 Certificate in Introducing Caring for Children and Young People, Level 2 Certificate in Understanding Children & Young People's Mental Health, Level 2 Certificate in Understanding Autism

- We aim to provide a range of adaptations (see below) to the curriculum to meet the needs of SEND pupils
- A proportion of our budget is allocated for resources, which includes identified materials for use to support children who need additional or different activities.
- We are continually adding to our library/resource base of books/equipment/materials available for children with SEND. Various technological aids are available for us to use when necessary.

- Pupils with Education and Health Care Plans (EHCP) in our school access provision, as stipulated in their plan.

9. Adaptations to learning and the curriculum

We believe that ***all*** practitioners are teachers of children/pupils with SEND and differentiate according to the needs of the children in their care.

• Children with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

• Children who need additional time to achieve mastery will be supported through carefully adapted learning opportunities to help them make progress. Their progress will be monitored regularly and thoroughly, with parents/carers and children working in close partnership with the school.

• All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.

10. Access to learning support staff

- In all year groups
- Regular small group intervention programmes
- Learning support groups
- Intensive programmes for key literacy and numeracy skills
- Appropriate training for staff to meet children's needs

Strategies to support speech and language

- Advice from Speech and Language Therapist disseminated to and followed by teaching and non-teaching staff.
- Specific differentiation or modification of resources

Strategies to support and develop literacy, including reading

- Guided reading programmes in class
- Regular teaching of phonics in class in EYFS and KS1, following the Read, Write Inc (RWI)
- Phonic catch-up programmes e.g. RWI, Fast Track Tutoring, Nessy

- Some small group intervention programmes
- Volunteer readers

Strategies to support and develop numeracy

- Small group intervention programmes
- Use of ICT programmes in class to reinforce strategies
- Access to specialist teacher for assessment and support

Provision to support access to the curriculum

- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources
- Social skills groups
- Liaison with parents/carers

Strategies and support to develop independent learning

- Mentoring by support or teaching staff
- Differentiated activities
- Visual timetables for individual and class

11. SEND Responsibilities within the school

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?	
Class teacher	Is responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support using the 'Graduated Assess, Plan, do, Review' approach. • Contributing to and devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the school's SEND policy
Information and Guidance: Who should I contact to discuss the concerns or needs of my child? senco@meadows.shropshire.sch.uk	
Special Educational Needs & Disabilities Coordinator (SENDCO) Mrs Sam Thomas	Is responsible for: • Coordinating provision for children with SEND and developing the school's SEND policy; And ensuring that parents/carers are: • Involved in supporting their child's learning and access • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident in meeting a range of needs.
Information and Guidance: Who should I contact to discuss the concerns or needs of my child?	
Learning Mentor Mrs Tracey Evans	Is responsible for: • Liaising with families, teachers and outside agencies regarding pupils who are needing additional support with either emotional, social or behaviour difficulties. • Providing support following illness, bereavement or family separation. • Delivering personal and/or social skills or confidence programmes • Providing transition programmes where required • Support parents/carers in understanding their child's learning and development • Facilitating Early Help Partnership meetings where required

12. The Role of the Governing Body

The governing body should:
The Special Educational Needs and Disability (SEND) Code of Practice, in force since April 2015, applies to maintained schools and academies. It says in paragraph 6.3: There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability We also believe that the governing body should: ➢ Ensure that provision is made for pupils who have SEND; ➢ Ensure that the needs of pupils with SEND are made known to all who are likely to teach them if relevant; ➢ Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND; ➢ Consult the Local Authority and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole; ➢ Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils whom they are educated with and the efficient use of resources; ➢ Report to parents/carers on the implementation of the school's policy for pupils with SEND via a yearly update in the SEND Information Report, accessible on the School's website ➢ Have regard to the Code of Practice when carrying out its duties to pupils with SEND ➢ Ensure that parents/carers are notified of the decision of any extra provision being made for their child Governors are involved in developing and monitoring the SEND policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

13. Professional development for staff:

- We have a plan for all staff and the SENDCO to be involved with further training in line with the priorities identified in the School Development Plan.
- We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENDCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- The school's headteacher/deputy head teacher (who is also the SENDCO) are responsible for the induction of Early Career Teachers (ECT's) and procedures for SEND.

14. Links with other agencies:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents/carers but is especially important in the case of those whose children are identified with SEND. We include all in social events, curriculum workshops and informal meetings.
- Records of all children are sent to the receiving educational establishment for their attention. The SENDCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.
- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We work on a regular basis with the following:

- Access to Medical Interventions via the School Nurse
- Compass
- Barnardos
- Understanding your Child
- Homestart
- BeeU (Child and Mental Health Services)
- Edvocation Services
- Children's Speech and Language Therapy
- OT (Occupational Therapy)
- Sensory Inclusion
- Outshine Outreach in Shropshire
- Trailblazer
- The Shropshire Educational Psychology Service

15. GDPR:

The school will ensure that all personal information relating to pupils with SEND is handled in accordance with the UK GDPR and the Data Protection Act 2018. SEND records will be stored securely and accessed only by staff who need the information to support the pupil's education and wellbeing. Information will be shared with external agencies only where it is lawful and necessary to do so, and, where appropriate, with parental consent. The school will ensure that confidentiality is maintained at all times and that parents and carers have the right to access their child's records in line with data protection legislation.

SEND Complaints Procedure

This section outlines how parents and carers can raise concerns or make complaints about the Special Educational Needs & Disability (SEND) provision at our school. In line with statutory requirements, our SEND policy includes a clear complaints route specific to SEND matters.

Step 1: Raise the Concern Informally

Parents and carers are encouraged to raise concerns about their child's SEND support as early as possible.

• The first point of contact should be the Special Educational Needs Co ordinator (SENDCO) to discuss concerns and seek a resolution.

• If appropriate, parents and carers may also speak with the class teacher or a member of the senior leadership team.

Every effort will be made to resolve concerns informally and collaboratively.

Step 2: Formal Complaint to the School

If concerns remain after discussion with the SENDCO:

• Parents and carers may make a formal complaint following the school's main Complaints Policy available on the school website.

• The complaint should be submitted in writing to the Headteacher.

• The school will investigate the concern and respond within the timescales set out in the Complaints Policy, ensuring that the issues relating specifically to SEND provision are addressed.

Step 3: Escalation Beyond the School

If a parent or carer believes that the school has not handled the complaint correctly or fairly:

• They may contact the Local Authority's SEND services, including any available disagreement resolution service, for support.

• If the issue still remains unresolved, parents and carers can contact the Department for Education (DfE), which may investigate whether the school followed proper procedures.

Please note that the DfE does not overturn SEND decisions but can ensure the complaint was managed appropriately.

Complaints Related to EHC Plans

Where a concern relates specifically to decisions made by the Local Authority about an Education, Health and Care (EHC) Plan (e.g., refusal to assess, content of the plan):

• Parents and carers should follow the Local Authority's process for EHC disagreements, as this is separate from the school-based complaints process.

SEND Information Report

Further details about how parents and carers can raise concerns, the school's SEND provision, and the roles and responsibilities of staff can be found in the SEND Information Report, which is published on the school website and reviewed annually.

Our school SEND Governor is Mr Harry Cade (Spring 2026)

SEND Governor Signature: _____