



# Meadows First School



## Special Educational Needs and Disabilities Policy

Date: June 2026

Date of review: June 2027

Head Teacher: L Satchwell

Chair of Governors: G Chancellor

SEND Team: H Dodman and R Rowley

# **Meadows First School** **Special Educational Needs Policy**

## **INTRODUCTION**

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities at Meadows First School. It is reviewed in accordance with the 2014 Revised Code of Practice and is reviewed annually by the Governors Curriculum subcommittee. The SEND Policy should be read in conjunction with Access and Inclusion, Equality Policy, Equality scheme and Accessibility Plan, Positive behaviours policy, Supporting pupils with medical conditions and Teaching and Learning Policy, as this forms an integral statement of the principles underpinning all the work of the school.

## **PURPOSE OF THE POLICY**

This document provides a framework for the identification of and provision for children experiencing difficulties and barriers to their learning. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

The code of practice from the DfE offers guidance on the content of Meadows School's SEND policy. This document conforms to these guidelines, although the format differs from that set out in the Code of Practice. Figures given in brackets throughout the document refer to the Code of Practice.

## **SCHOOL AIMS**

It is the aim of the school that each child should achieve the highest possible standards of academic attainment and personal development by:

- Creating an environment that meets the special educational needs and/or disabilities of each child.
- Quickly identifying, assessing and making provision for all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensuring that these children are immediately given appropriate support to allow every child full access to the National Curriculum/ Early Years Curriculum. Making clear the expectations of all partners in the process.
- Ensuring that parents/carers are able to play their part in supporting their child's education.
- Ensuring that these children are fully integrated into all activities of the school.
- Ensuring that our children have a voice in this process.

## **PRINCIPLES**

All pupils have individual needs. Many of these can be met within the normal environment of the classroom for most of the time through an adapted curriculum and quality first teaching. Some children have additional needs and require additional support and/or adaptations. In school we keep a register of children who have additional needs who require something additional to the majority of their peers. We also keep a register of children we are continuously monitoring in school which includes children that may have previously been on the SEND register but have then been taken off.

## **RESPONSIBILITIES**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the schools aims by:

- being fully aware of the school's procedures for identifying, assessing, making provision for pupils with special educational needs and/or disabilities and then reviewing it.
- a commitment to a partnership approach to provision.

### **THE MANAGEMENT TEAM**

Governors, Headteacher and Senior Staff work towards the school's aims by:

- Having due regard for the Code of Practice when determining the school's general policy and approach.
- Taking responsibility for devising and implementing this SEND Policy through widespread consultation, ensuring all staff are aware of the importance of providing for our SEND children.
- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Establishing appropriate staffing and funding arrangements
- Informing parents about the success of the policy, any significant changes to it, resource allocation and consultation with the LA and with other schools
- Ensuring parents are immediately notified of a decision by the school that Special Educational Needs provision is being made for their child
- Designating a specific governor/ governors as having special responsibility for SEND who monitor arrangements and report regularly to the governing body ensuring all are aware of SEND provision, including the deployment of funding, equipment and personnel.
- Ensuring children with Special Educational Needs and/or Disabilities will be admitted in line with the school's agreed admission policy
- Ensuring the complaint's procedure is in line with the school's agreed policy

### **THE HEAD TEACHER**

Works towards the school's aims by:

- Managing the provision for children with Special Educational Needs and/or Disabilities
- Keeping the governing body fully informed via Head Teacher's Report
- Working closely with the SENDCO team to co-ordinate provision

### **THE SENDCO team - Special Educational Needs and Disabilities Co-ordinators**

Work towards the school's aims by:

- Co-ordinating provision for children with additional needs
- Supporting and advising colleagues
- Ensuring staff have the appropriate training to provide for children with additional needs
- Taking responsibility for the day-to-day operation of the school's policy
- Overseeing the records of all children with special educational needs and/or Disabilities
- Acting as link with parents
- Gaining child's views
- Acting as link with external agencies and other support agencies
- Monitoring and evaluating the special educational needs provision and reporting to the governing body
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Developing and monitoring the school information report
- Developing a school offer, which outlines support for pupils.

### **TEACHERS**

Work towards the school's aims by:

- Being trained to meet the needs of children in the school.

- Providing a challenging, exciting curriculum that caters for the range of needs and abilities in their classroom.
- Using the Early Years/ National Curriculum to develop children's understanding through the use of all available senses and experiences, so they can fully participate in learning, in both physical and practical activities.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude and changing circumstances affecting performance.
- Liaising closely with the SENDCO team in the identification, assessment, planning and monitoring of provision to support pupils who need help with communication and interaction, cognitive and learning, behaviour, emotional and social development and sensory / physical development.
- Writing Individual support plans for children, who may need additional or different help from that given to those of the same age. Then they follow a process of: Assess Plan, Do, Review (APDR cycles).
- Working closely and sharing weekly planning with learning support assistants who support individuals or groups of pupils
- Helping children to manage their emotions, particularly trauma or stress and provide pastoral care
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Interpreting assessment data
- Recognising parents/carers as partners in the educational process and informing them of their child's special educational needs

### **PUPILS WITH SEND**

Work toward the school's aims by:

- Working as hard as they can.
- Developing a growing understanding of their own needs
- Taking responsibility for their own learning

### **PARENTS/CARERS**

Work toward the school's aims by:

- Encouraging children to attend school regularly and punctually.
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting in class where appropriate and giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Attending parents evenings and other shared opportunities to engage with their children's learning e.g. parent workshops, stay & play

### **PARTNERSHIPS WITH PARENTS**

The school ensures that parents are aware of the school's arrangements for SEND, through the school prospectus, website, Padlet, newsletter and personal contact between parents and teachers.

- The school will liaise closely with parents and decide together if a child should be placed on the SEND register, strategies that will be used in school, agencies that will be involved and suggestions for parental support will be shared at this time and regularly updated. Valuing parents' wishes for the child will be paramount unless they are contradictory to the advice of other experts; in such circumstances the school would work to achieve a compromise position acceptable to all
- Staff update provision maps regularly as part of the Graduated Response Cycle (Assess, plan, do, review) and these can be viewed by parents at any time. Parents will have the opportunity to discuss them at parents evening and with the SENDCO team
- The SENDCO team will be readily available to meet with parents either in person, by phone or via email. The SENDCO team will also be available during Parents Evenings. The SEND team also send out half termly newsletters to parents.

### **PROCEDURES FOR CO-ORDINATING EDUCATIONAL PROVISION**

- SENDCO team given release time to co-ordinate
- Focus at Senior Leadership Meetings
- Regular meetings between SEND team and learning support assistants
- Regular meetings between Head, Deputy and SEND team
- Termly meetings between class teachers and SEND team
- Pastoral meetings between class teachers and SEND team
- Special Educational Needs Governor meets regularly with SEND team

### **SPECIAL FACILITIES**

- Resource bases for Special Educational Needs and pupils with autism.
- Provision of lift to provide wheelchair access to all parts of the school
- Provision of Evac-chairs for safe evacuation
- Provision of bathroom management facilities
- Pathways provision to provide an alternative curriculum for high level needs.
- Two members of staff are trauma informed trained.
- One member of staff is a thrive practitioner and runs thrive sessions.

### **ALLOCATION OF RESOURCES**

- SENDCO team responsible for operational management of the specified and agreed resourcing for special needs provision within the school
- SEND and small group support
- Release time provided for reviews etc. with parents, the SENDCO, Educational Psychologist and outside agencies
- Headteacher informs governing body of how the funding allocated to support special educational needs has been deployed
- Additional staffing to support our most vulnerable children.

### **IDENTIFICATION. ASSESSMENT AND REVIEW**

Early identification is important and so we undertake close liaison with our nursery feeder schools in advance of pupil's admission to this school. Discussions are held with nursery settings before a child starts

school and where appropriate the SENDCO will visit the child in their current setting. Other methods used to assess pupils are:

- Early Years Profiles (E.Y.P.s) Year 1 Phonics testing and class assessments
- Once termly review meetings between SENDCO team, teachers and support staff
- Regular classroom observations
- Termly meetings with Speech and Language Therapist to update on case load
- Referrals made to the SENDCO team by class teachers
- Expression of concern by parents, outside agencies or sometimes the children themselves
- Series of more specified standardised tests from within school or by outside agencies, to gather further information if required
- The commitment of all class teachers to making an initial response to a child's needs, calling upon other staff, the SENDCO team or the Head Teacher for support where necessary.
- The use of the IT programme, Edukey for provision mapping.
- One SENDCO is a trained dyslexia assessor and completes assessments. One SENDCO is also undertaking a dyscalculia assessor course.
- The use of small steps tracking for children who need smaller targets to focus on and show progress.

## **LEVELS OF INTERVENTION:**

### **Levels of support:**

#### **Quality inclusive teaching**

This includes providing scaffolded work and creating an inclusive learning environment.

#### **Targeted**

This provides target support within their classroom that is set out in an Individual support plan. This may be small group work focusing on speech and language or pre teaching.

#### **Targeted Plus**

This is aimed at pupils who need additional input from education and health professionals and may include access to an internal support base.

#### **Specialist**

Sometimes, it may be necessary to refer a child for further specialist support which may result in an Educational Health Care Plan (EHCP). The EHCP will detail specialised support taking into account all aspects of your child's needs. The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

The children with an EHCP may be supported in mainstream or they may be support as part of an internal support base.

## **PROVIDING CURRICULUM ACCESS and INTEGRATION**

All children have an entitlement to a broad and balanced curriculum, which is scaffolded to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's educational needs and provide quality first teaching:

- Lessons have clear learning objectives

- Work is scaffolded appropriately, by offering different types of support (adult support, resources, word banks, sentence starters etc.) whilst still allowing for high expectations and attainment for all children.
- Use of assessment to inform the next stage of learning

If these strategies alone do not work, a child may receive some targeted intervention. This intervention is additional to or different from the whole class learning and takes place in small groups or individually alongside the curriculum. For example, a phonics booster group. Interventions are available to any child (not just children with SEND) who need a short burst of additional support.

If adequate progress is not made, even with interventions, then the class teacher / SENDCO team will liaise with parents to decide on next steps.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the L.A. and a range of written evidence will support the request for an EHCP. (as already mentioned above)

Reviews are held termly with senior leaders, class teachers and SENDCO team to discuss all children and their progress/barriers to learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy:

- Teaching assistants support Literacy and Numeracy
- To maximise learning there are times when children are asked to work individually or in groups, outside the classroom with support; wherever children are withdrawn from the classroom situation, / work is provided by the class teacher or SENDCO to ensure it is suitably pitched for their need.
- The provision of mechanical aids to support learning
- Adaption of the material presented to a group within the class

## **Pathways Provision**

All elements of the pathway provide access to a mainstream setting with enhanced support. The learning experience and is highly tailored and designed to meet each child's individual needs. Class sizes are smaller, and pupils benefit from a high level of additional adult support. Pupils within the pathway remain very much part of the wider school community, taking part in whole-school activities such as social times and extracurricular opportunities where appropriate.

Some children within the pathway will have allocated places from Worcestershire County Council in our mainstream autism base. To access this provision, children must have an EHCP and a diagnosis of ASD. Some children in the pathway have entered school as part of our mainstream classes but fit the admissions criteria for the pathway. Both groups of children may access any part of the pathway according to their individual needs, and movement between pathway classes and mainstream classes, if appropriate, can occur at any time. If a child is unable to access the pathway, a more specialist placement may be considered.

Placement decisions are made carefully to ensure that behaviour supports a positive and nurturing learning environment. Offering a place within the pathway aligns with the efficient use of resources and the effective education of both the child and their peers.

All children will be assessed using the Meadows Pathway Assessment Programme, which evaluates academic skills, communication, engagement levels, and social and emotional development.

Squirrels	Cubs	Foxes
<p>This provision is designed for children whose primary area of need is communication and interaction. The aim of Squirrels is to help pupils develop their communication skills, so they are better prepared for more formal academic learning. The class follows a total communication approach, with children regularly taking part in speech and language sessions. There is also a strong focus on developing learning behaviours and social skills. The children will access a learning through play curriculum, based around the prime areas.</p>	<p>The Cubs provision is designed for children who are beginning to access more formal learning but still require elements of a play-based curriculum alongside it. It is aimed at pupils whose primary area of need is cognition and learning and/or communication and interaction. Children in this group are typically working at least a year below their chronological year group. The aim of Cubs is to support pupils in developing the academic skills and learning behaviours needed to successfully engage with a more formal learning approach.</p>	<p>Children within Foxes follow a more formal learning approach and can access a full curriculum with subject specific learning. However, they require a curriculum that is more structured, sensory-rich, and responsive to their individual regulation needs. Learning is carefully planned to include regular movement opportunities, sensory breaks, and strategies that help pupils maintain focus and emotional readiness for learning.</p>

<b>Admissions Criteria</b> (May have an allocated MAB place)		
Squirrels	Cubs	Foxes
<ul style="list-style-type: none"> <li>• Has an EHCP or an EHCP pending/evidence collection.</li> <li>• In year groups reception onwards.</li> <li>• Working on EYFS curriculum or engagement model.</li> <li>• Significant speech delay</li> <li>• Struggling to access the current curriculum due to the fast-paced nature, high language content.</li> <li>• Completing a highly personalised and bespoke curriculum that is different from the rest of the class.</li> <li>• In need of short chunks of learning.</li> <li>• In need of a language-based curriculum/ total communication approach.</li> <li>• Pupils who are not accessing subject specific learning, and who benefit from a play-based curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an EHCP or an EHCP pending/evidence collection.</li> <li>• In year groups one to four.</li> <li>• Working on KS1/ EYFS curriculum.</li> <li>• Currently managing less than 50% of the morning sessions within the mainstream classroom.</li> <li>• Completing a highly personalised and bespoke curriculum that is different from the rest of the class.</li> <li>• In need of short chunks of learning with regular movement breaks.</li> <li>• In need of a sensory curriculum.</li> <li>• Pupils who are accessing some subject specific learning, not accessing an 'engagement model' or non-subject specific curriculum.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Has an EHCP or an EHCP pending/evidence collection.</li> <li>• In year groups one to four.</li> <li>• Working on age-appropriate learning or just below</li> <li>• Able to access a more formal learning.</li> <li>• Needing regular movement and sensory breaks</li> </ul>

**Exit criteria:**

A child from the pathways would be considered for a return to mainstream if:

- The child has progressed to such an extent, they could thrive in their class on a full-time basis, with appropriate support.
- Their learning moves beyond a KS1 level.

- If a child or parent has the view that a change of provision is needed.

A child from the pathways would be considered for a more specialist provision if:

- The child is not making any progress within the pathways
- The child's behaviour is a threat to the health and safety of staff and/or other children or to the positive and supportive environment for learning.
- The child's emotional wellbeing was being impacted and they are unable to manage even with this bespoke curriculum and environment.

### **INSET**

The SENDCO team attend appropriate courses and conferences as they arise. Teachers, teaching assistants and special needs assistants also attend relevant courses. The SENDCO team attends regular SENDCO network meetings with other SENDCOs in the area. Staff share expertise amongst themselves. The school buy a service level agreement with the Speech and Language Therapist who also provides training each year for all staff.

### **USE OF OUTSIDE AGENCIES**

The school has links with a number of outside agencies who we liaise with where appropriate. Some of these agencies visit school. During visits they hold discussions with the SENDCO team and class teachers about specific children who are raising concern. They assess children either by observation in class or on a withdrawal basis and meet with parents.

Links with the following services who are giving support in meeting the needs of specific children:

- Early Intervention Family Support
- Speech and Language Therapy
- Learning Support Team
- Educational Psychologist
- Complex Communication Needs Team (CCN)
- CAMHS
- School Medical Service e.g. nurse
- Physiotherapy
- Visually & Hearing Impaired team
- L.A advisors
- The Health Authority
- Children's Services. (FAMILY FRONT DOOR)
- Child Protection via LA
- Paediatrician
- Umbrella Pathway
- Occupational Therapist
- Chadsgrove Specialist school outreach

### **LIAISON WITH OTHER SCHOOLS**

In addition to our links with our local Nursery feeder schools we also work closely with the staff responsible for co-ordinating special needs at our local Middle Schools. Transition arrangements ensure pupils visit their new school before the end of year 4 and teachers, SENDCO team and SEND support staff meet to discuss pupils. SEND records are passed on in the summer term.

### **EVALUATING SUCCESS**

The school's SEND policy will be achieving its aims if:

- It has effectively demonstrated a procedure which has formulated, implemented, monitored and consistently evaluated education plans.

- The curriculum ensures all children's needs are met.
- Children are achieving individual targets.
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children.
- All staff are fully committed to the school policy.
- The governing body reviews this policy annually and considers any amendments in the light of the annual review findings, ensuring the effective support and resourcing for all pupils with Special Educational Needs is met.