



Meadlands Primary School

Special Educational Needs and Disabilities (SEND) Information Report

Updated: September 2025 Review: September 2026

Meadlands Primary School is a mainstream Primary and Early Years setting for children aged 3-11 years. We pride ourselves on our reputation as a welcoming and inclusive school, and we strive to ensure that every child achieves their potential, regardless of their starting points. We are committed to ensuring every child at our school feels happy and confident, because we know this is when all children achieve their best, and we know this will support them to live fulfilling lives and make a successful transition into adulthood.

This report is primarily for the information of parents and carers, and has been written with the support of and feedback from SEND professionals and parents/carers of children with SEND in our school community.

In this report, you will find information in response to the following questions:

- 1) What is SEND?
- 2) Who are the Inclusion team at Meadlands?
- 3) What does SEND support look like at Meadlands?
- 4) How do we identify children with SEND and assess their needs?
- 5) How do we review children's progress towards outcomes, and how is provision evaluated?
- 6) How are parents and carers involved with the process?
- 7) What is our approach to teaching children with SEND, and how is the curriculum and learning environment adapted?
- 8) What additional support can we put in place for children with SEND, and how will necessary equipment and facilities be secured?
- 9) How do we support children with SEND with changes to their education?
- 10) How do we enable pupils with SEND to access our extra-curricular activities?
- 11) What other organisations might be involved in meeting your child's needs, or might be able to support you?

1) What is SEND?

SEND stands for Special Educational Needs or Disabilities. The SEND Code of Practice (2014) states that a child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. They have a learning difficulty if they have a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability, which prevents or hinders them from making use of standard mainstream educational facilities. SEND may affect one or more areas of development, such as: the child's ability to regulate emotions and behaviours; their social skill development and friendships; their reading and writing skills; their understanding of language; their ability to process information and use their 'working memory'; their concentration or hyperactivity levels; or their physical development.

Special Educational Needs can broadly be categorised by the following four areas of need:

- **Communication and Interaction** - a subset of which is Autistic Spectrum Conditions/Disorders (ASC/ASD)
- **Cognition and Learning** - including, but not limited to, 'Moderate Learning Difficulties' or MLDs, and 'Specific Learning Difficulties' or SPLDs for example dyslexia, dyspraxia and attention deficit-hyperactivity disorder
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

Children may have needs in one of these areas or that overlap or fall into several. We recognise that all children are unique, and each special educational need has a unique impact on each child and will require different levels of understanding, intervention and support. Many named SENDs exist in a continuum from mild through to severe and, although there are often common patterns of behaviour and need, these difficulties can affect different children in very different ways. We also recognise that many types of SEND, including Specific Learning Difficulties, are independent of intellectual ability, socio-economic or language background.

2) Who are the Inclusion team at Meadlands?

Although every member of staff at Meadlands is vital in the teaching and wellbeing of our SEND pupils, we also have a dedicated team to provide support.

Laura Barson

SENDCO, Inclusion Lead and Designated Teacher

Mrs Barson's role is to provide overarching support for all pupils with additional needs and vulnerabilities. This includes the children on our SEND register, those with English as an additional language (EAL), those who access the Pupil Premium Grant (PPG) and those who are previously looked after children (LAC/PLAC). Within this role, Mrs Barson works with a range of children and families, from those who are identifying an additional need to those who have an Education Health Care Plan (EHCP). Mrs Barson also works alongside teachers and support staff to plan, deliver and assess interventions, run outreach programmes and liaise with external support.

Lynda Devins

Inclusion Specialist Teaching Assistant

Mrs Devins' role is to work with specific children across the school on targeted interventions. These range from evidence based intervention programmes, to key skill building through play. The children who work with Mrs Devins have a set time each week in which the interventions are delivered. At the start of a block of sessions, the inclusion team will set baselines and targets for the children in order to assess the impact of the interventions. These will form a part of the SEND support plans for the child. Mrs Devins joins annual reviews and other parent progress meetings for the children she works with, feeding into outcomes for EHCPs and working with external agencies (such as speech therapists) to deliver support.

Leigh Chapman

Wellbeing mentor and Mental Health Lead

Mrs Chapman's role intersects both pastoral and SEND within Meadlands. Mrs Chapman works alongside pupils who need additional support with their emotional regulation. This support is delivered in a range of ways, such as 1:1 ELSA sessions, drawing and talking therapy or social thinking groups. Mrs Chapman works alongside parents to set targets for the sessions and assess the impact of these.

Natalie Sills

SEND Parent Champion

Natalie is a member of our parent body, who is a member of Achieving for Children (AFC's) Parent Champion Scheme. As part of her role as Parent Champion, Natalie meets with representatives from AFC, other parent champions in the borough and members of the inclusion team within school. Natalie works closely with Mrs Barson to deliver a range of support for parents and families of children with SEND, such as coffee mornings, workshops with external agencies or links to charities.

If you are concerned about your child's progress, behaviour or wellbeing, please initially speak to their class teacher – in line with the school's communication policy. If you would benefit from further advice and support, please then contact Laura Barson – who will either email, telephone or arrange a face-to-face meeting, depending on the nature of your concern/query. This can be arranged via the school office.

3) What does SEND support look like at Meadlands?

Meadlands staff and governors are committed to inclusion, choice and dreaming big for all. The school strives to ensure that all pupils have access to a broad and balanced curriculum and are able to make good progress and achieve their potential. This is true for all children, whatever their individual starting points and whatever the potential barriers to their learning. We warmly welcome and include pupils with SEND, including those with an Education and Health Care Plan (EHCP), who are admitted along with all other children according to the Local Authority and school's admissions policy. Further information regarding admissions can be found [on our website](#) or in our [Admissions Policy](#).

Tiers of support at Meadlands

Tier one – Universal

Quality first teaching from the teaching team. No specific reasonable adjustments needed over and above the day to day teaching.

Tier two – Pupil passport (Monitoring)

A child with either a ND diagnosis, on a diagnostic pathway or requiring adjustments in the classroom. The child will have a one page 'pupil passport' which will outline the areas of concern and the provision in place to support. This will also contain pupil voice about their learning.

Tier three – Support plans (K code)

A child who needs specific support above and beyond some reasonable adjustments. This will be laid out in a SEND support plan, written collaboratively with the class teacher, parents and the SENDCO. This plan is reviewed and amended once a term.

Tier four – EHCP (E code)

A child who has had Educational Psychologist and other external involvement. Child has an EHCP – a statutory document, which is followed by the school and reviewed annually at the annual review meeting with parents, EHC coordinator and any external professionals. Section F of this plan will be adapted into smaller targets and put into a SEND support plan (see above) to be a working document for class teachers.

Education, Health and Care Plan

Your name:

Your photo

Plan number (increment the number each time your plan is updated) (No.1 – your first plan)	Date completed

Date of your first SEN statement	
Date your education, health and care plan was agreed	
Date your education, health and care plan review is due	

4) How do we identify children with SEND and assess their needs?

1. **Assessing and monitoring progress:** Class teachers check how *all* children are progressing regularly, through observing behaviour, verbal responses and work completed in class. In KS1 and KS2, this also happens through more formal termly assessments, for example in reading or maths. Teachers always have the children’s best interests in mind and, if they think a child may struggle -

either cognitively or emotionally – to access a formal assessment, they will use an alternative means of assessing. Further information on assessment can be found [on our school website](#).

2. Identifying children who may need additional support: Teachers and parents are encouraged to share any concerns about children or their progress at any point in the year. In addition, every term, the senior leadership team and teaching team for each class hold a ‘progress meeting’ to discuss the progress and needs of each child in the cohort. These meetings are held more regularly – half-termly – for children who are not making expected progress from their starting point and/or who are working significantly behind year group expectations. This may include those on the SEND register.

3. Identifying and responding to their needs: Where children are not making expected progress, whether or not SEND has been identified, additional monitoring, adjustments to provision, or targeted interventions/support are often put in place to meet their needs. It might also be decided that the child or class team would benefit from support from the SENDCO or other school leaders, for example completing assessments or observations of the child.

Sometimes the SENDCO might invite specialist providers to complete a specific diagnostic assessment with a child, in order to better understand their specific needs or areas of difficulty, and how best to support them. Parental permission will always be sought for this.

4. Adding children to the SEND register: We know that early intervention is best and always seek to identify children with SEND as early as possible. We might initially keep children on a ‘monitoring’ list. If, however, we feel that adjustments to provision and additional support or intervention is required in the medium to long-term, in order for the child to make progress and achieve their potential, we may decide to add them to the SEND register. In this instance, parents will be informed. It *does not* mean your child requires or has been given a ‘diagnosis’ or ‘label’, and it is not something to feel concerned about. It *does* mean the SENDCO is then responsible for overseeing support and provision for your child, alongside the class teacher, and that this can be planned and reviewed regularly.

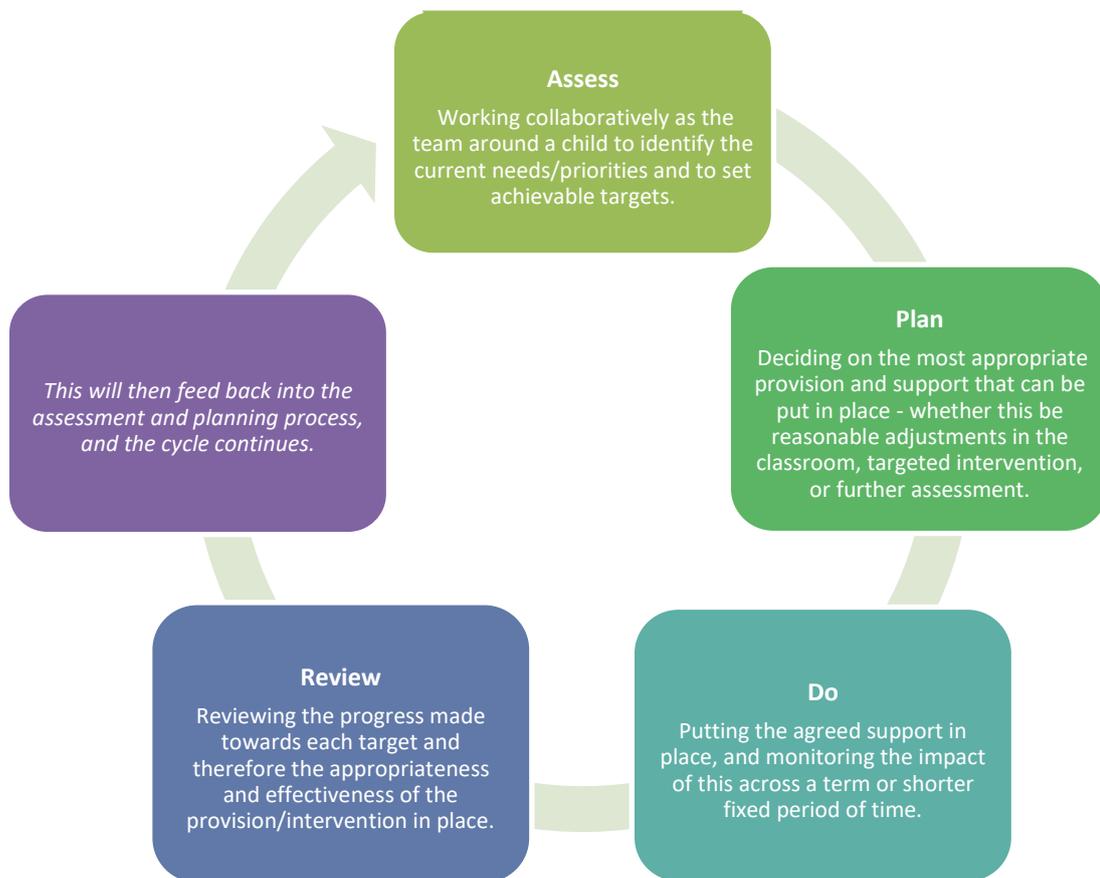
Children with more significant and complex needs:

Where a child requires a very high level of support, the SENDCO may discuss applying for an Education Health and Care Plan (EHCP) with the parents and teacher. This will allow specialist assessment to take place and advice to be sought, and can lead to additional funding to enable the additional provision or adult support for that child. Information on EHCPs – including what they are and how a parent or school can request an EHCP assessment – can be found on the local authority’s Local Offer webpage, [here](#).

5) How do we review children’s progress towards outcomes, and how is provision evaluated?

The school is committed to helping *every* pupil experience success and a sense of achievement. Although provision is likely to be planned and delivered by the teacher or teaching assistant, the SENDCO will oversee the provision for SEND pupils and will be a source of advice and expertise for the class team and family.

At Meadlands, we follow an 'assess, plan, do, review' cycle:



6) How are parents and carers involved with the process?

Meadlands is committed to developing a positive and supportive relationship between home and school. We work in co-production with our parents, meaning the parent is young person are integrated into every part of the process. They share their views on SEND support plans, at meetings and within the EHCP. We believe working collaboratively will ensure the best provision for our children.

SEND Support meetings:

Any parent who has a concern regarding SEND will be invited to book a parents evening with Mrs Barson. These are during the rest of the school's parents evening, in February and October. These are for anyone, not just those on the SEND register. These meetings are to review the support plans. If a child has an EHCP, they will also have an annual review meeting to update their EHCP. Termly (or more frequent, if required) parent-teacher meetings for children with SEND allow parents

In between these times, we have an 'open door' policy, and encourage parents/carers to raise any queries or concerns directly with us as soon as they arise. Mrs Barson is on the gate every morning and afternoon to help with any queries.

While parents' first point of call should always be the class teacher, the SENDCO is an additional line of support and acts as the lead professional for children with SEND. The SENDCO will collate information from a range of professionals and be available to answer questions, to offer support and to signpost families to further information/support. Where there is ongoing concern about the progress or wellbeing of a SEND pupil, the SENDCO will discuss this with a parent and seek parental consent to, if necessary, make a referral to or seek advice from external specialists.

EHCP Annual Review Meetings:

For pupils with an Education, Health and Care Plan (EHCP), there will be an additional 'annual review of EHCP' meeting, facilitated by the SENDCO. Its purpose is to collaboratively evaluate the effectiveness of provision outlined in the EHCP, to review the progress the child has made towards outcomes in the last year, and to discuss any changes that should be made to the plan. Everyone's views are listened to, including the child, the family, the school and relevant external professionals - all of whom are invited to attend or otherwise contribute their views in writing (or for children, another appropriate format). At Meadlands, we are committed to making this a positive experience and using a 'child-centred' approach. The minutes and reports from this meeting will be shared with the SEND Department at the Local Authority, managed by Achieving for Children (AfC).

7) What is our approach to teaching children with SEND, and how is the curriculum and learning environment adapted?

Every member of staff is aware of their responsibility to be inclusive and provide equal access and, where appropriate, additional or adapted provision to meet children's individual needs. The 2014 Code of Practice guidelines underline the importance of quality first teaching and the class teacher taking the lead on daily educational provision for every pupil in their class, including SEND pupils.

The school makes decisions based on the needs of individual pupils, taking advice when necessary from a range of professionals in order to ensure that all children can participate effectively in the curriculum and assessment activities. Where possible, we aim to meet the needs of SEND pupils within the usual classroom provision, through quality, inclusive planning and teaching. The SENDCO works closely with teaching teams to consider the best possible provision and how learning can be appropriately differentiated or scaffolded. Provision will differ greatly depending on the needs of the individual child, for example: it may be helpful for some children with social and emotional needs to have a 'safe space' within their classroom or elsewhere in the school; some children may benefit from 'pre-learning' specific vocabulary or concepts before embarking on a new topic; or resources such as visual timetables or social stories may support other children to manage transitions between activities or parts of the day which they find difficult.

The school is also committed to providing a variety of intervention programmes to support pupils as needed (see examples in section 9). Adult ratios and grouping for programmes aims to provide the most effective learning experience, so interventions might be run on a 1:1 basis or with a small group, and it is possible that children may be grouped by need rather than by year group. When planning support and intervention programmes, careful consideration is also given to the class timetable as the school is committed to pupils having access to all areas of our broad and rich curriculum.

Children's individual needs are also carefully considered ahead of any school-initiated or statutory assessments. For end of Key Stage Statutory Assessments (SATs), access arrangements may be employed, including providing a reader or scribe for the child, allowing rest breaks, or offering additional time to complete test papers. In these instances, the school may have to submit evidence to the local authority to make clear why these adjustments are necessary and appropriate.

We remain committed to making the appropriate staff (usually the SENDCO or a subject-specific leader) available to observe children in their classes, where needed, in order to monitor and assess progress and to ensure appropriate provision is in place.

8) What additional support can we put in place for children with SEND, and how will necessary equipment and facilities be secured?

Additional adult support:

We are very lucky to have a range of support staff within our school. These members of staff have a wealth of expertise among them and support children with all areas of academic and social life. These members of staff work with a specific class or key stage and will be deployed by the class teacher or SENDCO to support those children whose needs are greatest or indeed to support others in the class so that the class teacher is able to offer targeted support to those with SEND. The adult support offered to children is based on each child's specific needs - for example a child may receive additional adult support during maths and literacy if they have a learning need which is a barrier to them achieving their potential in these subjects, or they may receive support during playtimes if this is a particularly tricky time of day for the child.

Intervention programmes, outside of the classroom:

Class Teachers or TAs/LSAs may also run targeted interventions to support children with or without SEND, who have a specific area of difficulty or 'gap' in their learning. These may be on a 1:1 basis or in a group, depending on the child and the needs identified. Examples of intervention programmes used at Meadlands include:

- Daily 1:1 sight reading, spellings or times tables
- Read, Write, Inc. – phonics, early reading and writing, and/or reading comprehension support
- Speech and language therapy
- Lego therapy
- Occupational therapy (OT) – supporting areas such as self-care, fine/gross motor control or coordination
- Zones of Regulation – a programme supporting emotional understanding and regulation
- Social communication groups
- Nessy – an online programme supporting reading and spelling skills

Please note the school may not have the capacity to run *all* of these interventions throughout the year, but instead are likely to prioritise based on the most prominent needs within the school, and on the availability of staff with the appropriate skill-set or training to support this. We also recognise that where children have a number of needs, it is important that we identify priorities for that term (as outlined in their SEND Support Plan) rather than 'overloading' them with multiple interventions and therefore reducing access to the class curriculum and learning time with their peers.

Pastoral support:

Children who have Social or Emotional difficulties, whether or not this is associated with a SEND, may be referred to work with the school's wellbeing mentor, Leigh Chapman, either as a part of a group or on a 1:1 basis. In some instances, children may be referred to an external agency or specialist, as outlined in the next section. We will always seek parent/carer permission for these interventions.

We also utilise our links with external therapeutic services, such as the Mental Health in Schools Team (MHST) and private therapy through Purple Elephant Project.

Resources:

Meadlands have invested in various resources to support the needs of our SEND children. These commonly include resources like Theraputty, ear defenders, pencil grips, wobble cushions, timers, visual timetables, or intervention-specific resources such as Numicon sets and Occupational Therapy equipment. The teacher may be advised that a specific resource or equipment would help to support a child's specific needs and, where this is not readily available, the SENDCO will endeavour to obtain this. Such resources are funded by a 'notional SEND budget' received by the school. This budget is also used to train staff to be able to deliver interventions and support children appropriately, and to pay for additional adult support in each class.

Higher needs support:

As referred to in Section 4, some children – whose needs are complex - may have an Education Health and Care Plan (EHCP) in place. This is evidence that a child requires a higher level of support and adapted provision. To enable this support, EHCPs often come with a personal budget attached - determined/allocated by the Local Authority's SEND team and detailed in the EHCP.

9) How do we support children with SEND with changes to their education?

Meadlands values and actively seeks good communication with families, other schools and SEND professionals, sharing good practice and working towards smooth transitions for children moving between year groups or to/from other schools.

We recognise that transitioning between year groups, and even more so between schools, can be a stressful and unpredictable time for all children but particularly for those with SEND, and their families. We therefore plan personalised transition support for children, for example through personalised transition sessions, class visits, booklet work or use of social stories. The SENDCO and class team will also actively support families through the transition process, arranging meetings as appropriate, offering guidance and sign-posting to further advice/support.

Moving to Meadlands from another school:

Where a new pupil has SEND, the school is committed to making staff available to meet with parents of and professionals already working with the child, so that specific needs and concerns can be addressed and appropriate preparation made to meet their needs on entry. The school makes every effort to seek records from previous nurseries or schools attended by its pupils and to send on records to any new school. Where possible, an observation of the pupil may also be arranged prior to transition. We recognise that these arrangements are especially important for pupils on the SEND register, so to avoid any delay in passing on educational information and to ensure a successful transition. Where appropriate and possible, to assist with the transfer of pupils with an EHCP, a member of Meadlands teaching staff (usually the SENDCO) may attend the Annual Review meeting prior to the child transferring schools.

Moving from Meadlands to a new school;

Prior to transfer to a new school – either another primary school or to secondary school - the Meadlands class teachers and SENDCO will work closely with the ‘receiving school’ to support transition. For children in Year 6 with an EHCP, this includes inviting staff at their future school to attend the Annual Review meeting at Meadlands. SEND pupils are also encouraged and supported to visit their new secondary school in the term before transfer, more than once if this is needed. Where helpful and possible, a known Meadlands adult will be made available to accompany them for part or all of the visit.

10) How do we enable pupils with SEND to access our extra-curricular activities?

Extra-curricular clubs:

All of our extra-curricular clubs and activities are available to all pupils, including our on-site breakfast club and after-school provision through Fit for Sport. Parents of children on our SEND register will receive first refusal on clubs of their choice, in order to support with participation. Where a child with significant SEND needs requires additional adult support or supervision, the school will work with extra-curricular clubs providers to ensure this provision is made and the child is able to participate in clubs with appropriate support.

Trips and visits:

Where learning is to take place off-site (for example at a museum, park or religious building), staff work with parents and support staff to facilitate the inclusion of all pupils wherever possible. Risk assessments are undertaken for all outings and activities taking place off-site with due diligence given to the safety of staff and pupils. Examples of adaptations made to trips include parents being invited to accompany the child if they feel more comfortable doing so, transport plans being altered, or the duration of the trip being shortened to allow participation. This is dependent on the needs of the child and is considered with the parents and teaching team on a child-by-child basis. All children are actively encouraged to participate as we value trips and residential visits highly.

11) What other organisations might be involved in meeting your child’s needs, or might be able to support you as parents/a family?

Collaboration with SEND specialists or external agencies:

The school has excellent links with specialist agencies and we are committed to building effective partnerships. Efficient referral procedures are in place, and staff are committed to working collaboratively with others to ensure adequate provision is in place to support the wellbeing and progress of all pupils. External agencies or specialists may observe children in their classroom setting, complete 1:1 assessments, work with children on a 1:1 or group basis, or meet with and offer advice/resources to school staff and/or families.

With permission from a child’s parents/carers, the SENDCO may make a referral to any of the following, which are directly funded by the school, local authority or NHS:

- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)

- Mental Health in Schools Team (MHST)
- Achieving for Children (AfC) SEND Department & their advisory/outreach services
- AfC Children's Social Care Services
- Emotional Wellbeing Practitioners
- Private Play Therapists employed by the school

The school's ability to refer a child can be restricted by the guidelines of that service, for example some services can only be offered to children over the age of 5, or to those who are expected to need/already have an EHCP.

If a child is awaiting or already receiving an assessment or support from one of these agencies outside of the school setting, the school will normally be notified, however it is useful if parents can let us know – for example on the admissions form for children new to the school or by making direct contact with the SENDCO.

Links with charitable organisations:

There are a number of charities and organisations we have connections with or who are known locally, who offer support and advice to children with SEND and their families. Please speak to the SENDCO for further information or contact details for any of these:

- RUILS – supporting families of children and adults with disabilities
- 21andCo – for families of children with Downs Syndrome
- Express CIC – for families of children with Autism
- Skylarks - support, advice, training and therapies and services for children with SEND and their families in Richmond
- Phyz – for families of children with physical difficulties
- Richmond Dyslexia Association (RDA) – support for teachers and families of children with dyslexia
- Richmond MENCAP – for families of and children with learning disabilities
- ADHD Embrace – support and training for families of children with or awaiting an ADHD diagnosis, in Richmond & Kingston
- National Autistic Society (NAS) Richmond Branch – for families of and children with autism
- SENDIASS / Kids – for families of children with SEND in Richmond & Kingston

Local Authority (AFC) support:

Please also note - all local authorities must have a record or register of children with Special Educational Needs and/or Disabilities (SEND) in their area. If you live in either Kingston or Richmond, we encourage anyone whose family includes a child or young person with a SEND to register.

Everyone on the register will benefit from:

- Information about support, services, activities and events
- Information aimed at young people with disabilities
- Opportunities to have your say about the services that are important to you
- The knowledge that your anonymous statistical data is helping us to plan and improve services

The [Local Offer](#) webpage is the AFC's publication of all the provision expected to be available across education, health and social care for children and young people in their area who have SEND, and their families. This includes children receiving SEND Support and those with an EHCP. This information is available to families as well as schools, and parents/carers without internet access can make an appointment with the SENDCO for support to gain the information they require.

Updated September 2025

A handwritten signature in blue ink, appearing to read 'Jo Wreford', is positioned above the typed name.

Signed
Co-Headteacher
Jo Wreford