

SEND Policy

Status	Statutory
Review cycle	Annually
Date written/last reviewed	September 2026
Date of next review	September 2027
Name of Headteacher	Joanne Wreford
Name of Chair of Governors	Christina Powell
Published on website	Yes

Policy Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- The SEND (Personal Budgets) Regulations
- The Equality Act 2010

This policy should also be read in conjunction with the following school policies, available through the school website:

- Communication, Relationships and Behaviour Policy
- Assessment Policy
- Equalities Policy
- Safeguarding and Child Protection Policy
- Accessibility Action Plan and Audit

Our SEND Information Report is also published on our website, meeting the requirements of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually and any changes to the information occurring during the year will be updated as quickly as possible.

Definition of SEND

The SEND Code of Practice (2014) states that a child or young person has SEND if they have a learning difficulty or disability that 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
- A disability that prevents or hinders then from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised is essential for all children, and this will meet the individual needs of the majority of children and young people. 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. We endeavour to ensure all children receive the necessary provision that will allow them to be happy at school and to achieve their potential.

Roles and Responsibilities

The SEND Coordinator (SENDCO) is Laura Barson. She can be contacted via the school office by telephone on 0208 940 9207, by email at l.tadman@meadlands.richmond.sch.uk, or appointments can be made to meet in person. The SENDCO will:

- Work with the headteacher and school governing board to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Ensure, where possible, that appropriate support and training is offered to staff to ensure they are able to meet the needs of the children they are working with. This may include arranging staff meetings/INSETs, meetings with SEND specialists, peer mentoring schemes or booking places on courses hosted by the local authority
- Advise and deliver the graduated approach to providing SEND support (assess, plan, do, review)
- Advise on and deploy the school's delegated SEND budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and school governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Co-Headteachers Jo Wreford and Sarah Taunton will:

- Work with the SENDCO and school governing board to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and school leaders to review each pupil's progress and development and decide on any changes to provision
- Requesting support, advice or training where they feel they are not fully equipped to meet a child in their class' needs
- Ensuring they follow this SEND policy

SEND at Meadlands

Meadlands Primary School is an inclusive mainstream school that believes all children and young people are entitled to an education that:

- Enables them to make progress and achieve their potential
- Supports them to become happy and confident individuals living fulfilling lives
- Supports them to make a successful transition into their next stage of education (for our children, secondary school) and ultimately into adulthood - whether into employment, further or higher education or training

At Meadlands, we make best endeavours to provide appropriate provision for children with a wide range of frequently occurring special educational needs and disabilities, for instance: dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Conditions (ASC), sensory processing needs, and social and emotional difficulties.

The school also currently meets the needs of several pupils with an Education, Health & Care Plan (EHCP) and with more complex special educational needs. Where a child's SEND needs are less commonly occurring or less familiar to staff, the school will endeavour to access training and advice to ensure these needs can be met, where it is possible and in the best interests of the child.

Admissions

The school's admission arrangements do not discriminate against or disadvantage children with SEND, and will follow the Local Authority's usual school admissions procedures. Decisions on the admissions of pupils with an EHCP are made by the Local Authority in consultation with the school and family, working together to ensure the child's needs and best interests are able to be met.

Identification and Assessment of SEND

At Meadlands, class teachers and senior leaders monitor the progress of all pupils regularly using a combination of teacher judgement based on observations or work completed, and assessments that are more formal (where this is reasonable and appropriate for the age group and/or child's needs). More information can be found in Meadlands' Assessment Policy.

Attainment and progress, based on these assessments, are shared and discussed with the Senior Leadership Team and SENDCO during termly Pupil Progress Meetings. These meetings are held half-termly for pupils on our 'close the gap' register (i.e. those who have not made expected progress or are working significantly behind year group expectations, for whom we recognise accelerated progress is needed). These are in place both to monitor progress and to ensure the necessary provision is in place or updated to meet children's 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. Examples can be found below, in section 9. 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.

At times, it is necessary for the SENDCO or a professional working with the school (for example the Educational Psychologist) to complete further assessments to give more information about the nature of a need - and outcomes of these assessments will be shared with parents as well as the school staff working with the child.

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 termly through a SEND Support Plan (see section 5).

Interventions

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. Interventions are often put in place to support and address barriers to learning, even if a SEND has not been identified. Examples of intervention programmes used at Meadlands include:

- Read, Write, Inc. – phonics, early reading and spelling support
- 'Fresh Start' Read, Write, Inc. program - supporting fluency, comprehension and writing skills for children working below year group expectations in KS2
- Numicon - developing understanding and confidence with number and arithmetic
- 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 social and emotional understanding

While the class teacher will remain responsible for working with the pupil on a daily basis, interventions are often delivered - under teacher direction - by support staff. Support staff are often employed through funding provided to the school known as 'notional SEND funding' or in order to support a particular child with an EHCP. The intervention system is overseen and closely monitored by the SENDCO and Deputy Headteacher.

SEND Support at Meadlands

SEND Support (K Code) and EHCP (E Code) are the two stages of need for a pupil who has SEND, as referred to in the school's SEND register. We ensure that all teachers and support staff who work with pupils on our SEND register are aware of the support required and teaching approaches that would benefit the child.

Despite high quality targeted teaching, some pupils may continue to make insufficient progress or be unable to access the curriculum. For these pupils, and in consultation with parents, strengths and needs are identified and used to create a SEND Support Plan. These plans also detail provision in place to meet children's needs, and are updated collaboratively on a termly basis, as part of our 'assess, plan, do, review' cycle (as outlined in the 'Evaluating Effectiveness…' section). At times it may be necessary for the school to consult with outside agencies to receive more specialised advice.

When deciding on the level of support necessary for a child, we use our 'tiers of support' system. See below

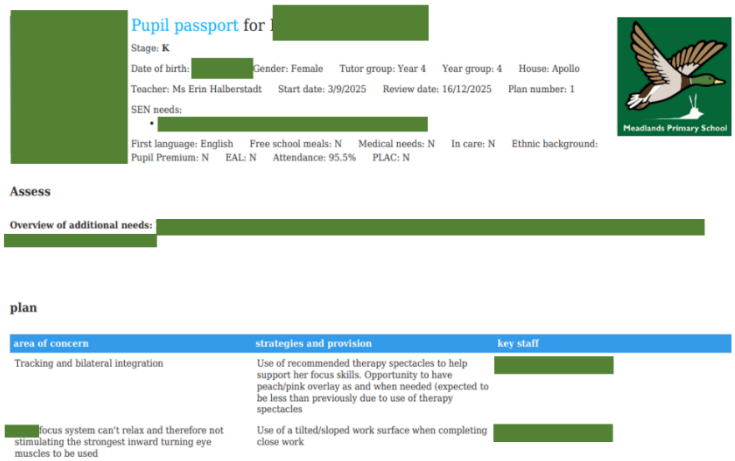
Tiers of support at Meadlands

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.



Pupil passport for [redacted]

Stage: K

Date of birth: [redacted] Gender: Female Tutor group: Year 4 Year group: 4 House: Apollo

Teacher: Ms Erin Halberstadt Start date: 3/9/2025 Review date: 16/12/2025 Plan number: 1

SEN needs:

- [redacted]

First language: English Free school meals: N Medical needs: N In care: N Ethnic background:

Pupil Premium: N EAL: N Attendance: 95.5% PLAC: N

Meadlands Primary School

Assess

Overview of additional needs: [redacted]

plan

area of concern	strategies and provision	key staff
Tracking and bilateral integration	Use of recommended therapy spectacles to help support her focus skills. Opportunity to have peach/pink overlay as and when needed (expected to be less than previously due to use of therapy spectacles	[redacted]
[redacted]focus system can't relax and therefore not stimulating the strongest inward turning eye muscles to be used	Use of a tilted/sloped work surface when completing close work	[redacted]

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.



Meadlands SEND support plan for [redacted]

Stage: K

Date of birth: [redacted] Gender: Female Tutor group: Year 1 Year group: 1 House: Artemis

Teacher: Miss Annie Cooper Start date: 22/4/2025 Review date: 22/7/2025 Plan number: 6

SEN needs: [redacted]

First language: English Free school meals: N Medical needs: N In care: N Ethnic background:

Pupil Premium: N EAL: N Attendance: 92.3% PLAC: N

Meadlands Primary School

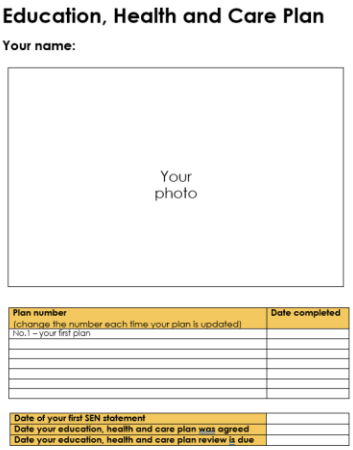
Assess

Plan

Baseline	Outcome	Strategies & Provisions	Pupil staff ratio/ Duration and frequency	Key staff
[redacted] can communicate her needs during play in a group, however she can need adult support at times when a peer has upset her.	For [redacted] to independently resolve conflicts with peers by communicating her needs and liaising a fair outcome.	Structured Play Session: Play session with adult and small group to build turn taking skills and develop key vocabulary. Prompt [redacted] to be more independent when dealing with conflicts through questioning.	Adult-led small group play sessions, approx 10 mins per day	
[redacted] mostly thinks carefully to produce longer phrases. She can sometimes confuse her questions (e.g. what, how, where, when).	[redacted] will be able to think carefully before speaking and to produce longer phrases which include SVAO (subject, verb, adjective, object)	- Support to make simple requests and follow simple instructions. - Modelling simple sentences	ongoing throughout day during interactions	

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

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	

When support from external specialists or a high level of adult support/intervention is required to meet the child's needs, we may contact the local authority SEND department – which is managed by Achieving for Children (AfC) - to request an Education, Health and Care Plan Needs Assessment. This is always done in co-production with parents. The purpose of this more detailed multi-agency assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress and achieve their potential. AFC's EHCNA Panel will make a decision on whether additional support and funding is required to meet and monitor the child's needs, and if necessary, an Education Health Care Plan (EHCP) will be put in place. This is created with contributions from the child, their family, the school, and external specialists (as listed below).

<u>Working with Other Agencies</u>

At Meadlands, we have strong professional partnerships with a variety of agencies, including:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Mental Health in Schools team
- CAMHS (Child and Adolescent Mental Health Service)
- AFC (Achieving for Children) SEND Department
- School Nursing and Health teams
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These agencies may offer assessments or observations of children, or advice or training for our staff. We also seek support and advice for our staff and families through a number of local charities, such as RUILS. Parental permission is always sought before making referrals or seeking advice, unless the child is discussed anonymously with the professional.

Evaluating the effectiveness of SEND provision

At Meadlands, we are committed to a graduated approach and follow the four-part 'assess, plan, do, review' cycle. Regular monitoring and review focuses on the extent to which planned outcomes have been achieved. Termly (or more regular) pupil progress meetings and parent meetings allow the views of the class teacher and parent/carers to be gathered. The views of the child and other professionals are also collected and taken into account, and SEND Support Plans are updated regularly to reflect the child's current needs and provision.

The SEND Code of Practice (2014) describes adequate progress as progress that:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

In addition to this regular monitoring, for pupils with an Education, Health and Care Plan there will be an Annual Review meeting, held within one year of the previous review or publication of the EHCP, to review and evaluate the effectiveness of provision and progress towards outcomes. Annual Review meetings are facilitated by the SENDCO and incorporate the views of the child, family, school, EHC caseworker at AFC and external professionals – all of which are invited to attend or to submit their views in writing, in advance. At Meadlands we are committed to making this a positive experience and using a 'child-centred' approach. The findings from this meeting will be reported to the SEND Department at the Local Authority, managed by Achieving for Children (AfC), who will then determine whether the EHC Coordinator needs to make amendments to the EHCP.

Supporting Children with Medical Conditions

We have a duty to make arrangements to support pupils with medical conditions. Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their SEND provision will be planned and delivered in a co-ordinated way with the Individual Healthcare Plan. We will act in accordance with the statutory guidance supporting pupils at school with medical conditions.

Enabling Pupils to Engage in All School Activities

Meadlands is an inclusive school and we ensure there are no barriers to pupils with SEND enjoying the same activities and opportunities as other pupils in the school.

- 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. Children on our SEND register may be personally invited and offered priority places (in some circumstances free places) at specific extra-curricular clubs to encourage their participation. Where a child with SEND requires 1:1 adult support or supervision, the school will work with the family and extra-curricular clubs providers to provide this so that the child is able to participate.
- All pupils are encouraged and supported to attend our Key Stage Two residential trips and where needed/possible, additional staff may be arranged to attend, or reasonable adjustments made to the trip to enable participation for all.
- All pupils are encouraged to take part in special celebrations and events including sports days, school assemblies, performances, workshops and PTA events.
- Pupils with SEND are encouraged to be part of the school's Junior Leadership Team, with adjustments made to support the application process.
- Where needed, support may be given from Learning Support Assistants (LSAs) or our pastoral lead, to help children to develop the necessary emotional and social skills to participate fully in the above.
- We have a zero tolerance approach to bullying, and take any such incidences very seriously, in line with our Behaviour Policy and Equalities Policy.

SEND and Behaviour

When a child has difficulties in managing their behaviour, Meadlands Primary School has clear guidelines followed by all staff as described in our Communication, Relationships and Behaviour Policy. In some cases, the SENDCO - with support from the head teacher, class teacher and any relevant specialists working with the school - may create an individual behaviour plan to ensure a fair and consistent approach to managing an individual's behaviour. This incorporates clear targets, rewards and consequences, and the plan will be shared with the child and parents/carers and reviewed on a regular basis.

We recognise that children and young people with SEND may be more likely to be the victims of bullying, and children and families are encouraged to speak with members of staff about any concerns they may have. Pupils are reminded that school is a safe place and there are a number of trusted adults to talk to in school – either in person or through writing a note in the 'worry box' in their classroom. Trusted adults may include their teacher, support staff, pastoral lead or a member of the SLT. Any accusations of unkind or unsafe behaviour from or towards other children, including those with SEND, are taken seriously in accordance with our Communication, Relationships and Behaviour Policy.

SEND Budget

Schools receive a 'notional SEND budget', which is used to support and enhance high quality teaching in the school, and ensure there are sufficient resources for pupils requiring special educational provision. The amount of support required for each pupil to make good progress will be different in each case. In some cases, a very high level of resource is required. In this case, the school may request further funding or support from the Local Authority – for example through an Education Health and Care Plan (EHCP) assessment, a request for Early Years Intervention Funding (EYSIF) or through a referral to a specialist team.

Many (although not all) EHCPs state additional funding that will be received from the Local Authority, which the school must use to ensure provision outlined in the EHCP can be achieved. Provision may, but does not always, include additional adult support for that child. Appropriate use and monitoring of the SEND budget is determined by the Headteacher, SENDCO and School Business Manager.

Young people and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding. This would be a formal approach to making fair and equitable allocations of funding and should set out a local policy for Personal Budgets.

Transition Arrangements

Ahead of a pupil transferring to Meadlands, we work closely with their prior educational setting in order to seek the information and support that will make the transition as seamless as possible. Where a child transferring to Meadlands has SEND, the Meadlands SENDCO will - where possible - observe the pupil in their current setting, meet or speak with the current school SENDCO and/or class teacher and arrange a transition session where the pupil is invited to visit Meadlands to meet their new class teacher prior to their official start date.

When pupils with SEND transfer to a new school, whether an alternative primary setting or progressing to secondary school, the Meadlands SENDCO will arrange a meeting or series of meetings with the new school's SENDCO, and will share and discuss the child's needs and the current provision and strategies in place for the child. We also offer personalised transition support for children, where needed, for example through transition sessions with a trusted adult, booklet work or use of social stories. The SENDCO and class team will actively support families through the transition process, arranging meetings as appropriate, offering guidance and sign-positing to further advice/support, and – where possible – arranging and attending school visits with the parent/carer.

Support for Parents and Families

We recognise that all families are different and benefit from different levels of support. Parents and carers of children who have been identified as having SEND may experience a range of emotions, and for some this can be confusing or overwhelming. We support and advise parents as much as is needed and wanted, and in turn hope to enable children with SEND to be happy, successful and well-supported outside of our school walls. Meetings with the SENDCO, class teacher and/or external professionals can offer practical advice, resources for use at home, emotional support, or sign-posting to other agencies who might be able to support the child or family.

The Meadlands SEND Information Report, published on the school website, will provide parents and families with information about SEND, the school provision and how they can access support from both the school and outside agencies. Information can also be found through the Local Offer webpage (see below).

The Local Authority's 'Local Offer'

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.

Complaints

If you have any concerns relating to accessibility in school, please initially contact Laura Barson (SENDCO) via the school office. If concerns remain, our complaints policy sets out the process for raising these concerns.