Special Educational Needs (SEN) Policy

Meadow Green Primary School

'A Hive of Industry & Learning'

Approved by:	Governing Body	**Date:** April 2026
Next review due by:	April 2026 (unless information contained changes)	

Dear parents and carers,

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

Our SEN Information Report explains how we implement our SEN policy.

You can find it on our website https://www.meadowgreen.worcs.sch.uk/send/

You can ask a member of staff to make a copy/send you the SEN Information Report .

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1. Aims

Meadow Green is an inclusive school where all our welcome. We support each individual as a valued member of our school community. Our aim is to ensure that the whole school community has high aspirations for pupils with SEND with a clear focus on outcomes. To achieve this, we will ensure that:

- All children with SEND have full access to a broad, balanced and relevant including an appropriate curriculum for the Foundation Stage and the National Curriculum, including extra-curricular activities
- The needs of pupils with SEND are identified early, including the category of need, and that this is communicated to parents/carers and all relevant staff.
- All children with SEND are encouraged to participate in the decision-making processes about their needs
- Parents/carers of children with SEND are treated as partners and are encouraged to play an active and valued role in their child's education
- We will involve outside agencies when appropriate and work in effective partnership with them

2. Definition of Special Educational Need and Disability

At Meadow Green we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional wellbeing and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that they may be short or long term. The Special Educational Needs and Disability Code of Practice (2014) states that:

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

a) *Has a significantly greater difficulty in learning than the majority of others of the same age; or*

b) *Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

For children age two or more, 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

There are four main areas of SEND outlined in the Code of Practice (2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

3. Roles and responsibilities

The SENDCo is Mrs Hollie Jelfs She will:

- Work with the headteacher and SEND governor 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 SEN, 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
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated 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 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 SEN up to date

The SEND governor is Dr Christine Whittaker. She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher is Mr Matthew Taylor. He will:

- Work with the SENDCo and SEND governor 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 SEN and/or a disability

At Meadow Green provision for pupils with special educational needs/disabilities in the responsibility of all members of staff. Each class teacher is 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 to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4. Home-school partnership

At Meadow Green we recognise the value of working in partnership with parents/carers of children with SEND to achieve the best outcomes for them. Communication is key and we achieve this through:

- Termly IPM Review Meetings, which are in addition to Parent's Evenings, and that parents/carers are invited to attend and contribute to
- Regular curriculum information and newsletters to inform parents/carers of what will be taking place during the term
- Information on the school website, including the SEND Information Report, parent/carer information leaflet
- Information about the Worcestershire Parent Partnership Support Group that can be provided on request
- Gathering Parent/carer views as part of SEND process (e.g. IPM reviews, EHCP Reviews, annual reviews of school offer)

5. Pupil Participation

At Meadow Green we believe that intervention will be most effective when pupils are involved in the process. It is therefore important to make efforts to elicit the pupil's views whatever the nature or severity of his or her needs. Pupil participation is ongoing and reflected in the planning and delivery of the curriculum. For pupils with SEND we:

- Have IPM targets that are written in easy to understand language
- Support pupils to self-assess at a development appropriate level
- Make use of person-centred tools to support discussion and collection of their views

- Make opportunities to collect pupil voice about SEND provision so that we can identify what is working/not working

6. Identifying Special Educational Needs

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the Teacher Standards (2012) and teachers are guided and supported in this by the SENDCo and Inclusion Manager. The progress and attainment of all pupils is monitored by class teachers, Phase Leaders and the Senior Leadership Team. Pupil progress meetings are held regularly and pupils who are not making expected progress given their age and individual circumstances are identified at these meetings and shared with the SENDCo. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Children may also be identified as having SEND if they present with persistent emotional and/or behavioural difficulties which are not improved by the behavior management strategies employed by school; have sensory or physical difficulties and continue to make little or no progress despite the provision of specialist equipment or resources; or have communication, interaction and/or speech and language difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

Early identification of SEND is a crucial factor in overcoming barriers to learning and we will make use of a variety of tools, e.g:

- Observation
- Information from the pupil
- Information from their family
- Concerns raised by teaching or support staff
- Use of Foundation Stage Profile/Wellcomm Language Screening
- Discussion/assessments carried out by adults who work with pupils, e.g. support services
- School based assessments and test results
- Results from statutory assessments
- Liaison with previous schools, feeder schools or pre-school settings on transfer

7. Graduated Approach to SEND

In our response to meeting the needs of pupils with SEND, we adopt the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice (2014).

Provision for pupils who have been identified as having SEND will be delivered though a graduated response involving support through Wave 1 (universal), Wave 2 (targeted) and Wave 3 (specialist) provision. Pupils receiving support through Wave 2 or Wave 3 provision will have an individual Provision Map (IPM) with SMART targets that are tailored to their particular needs and progress against these will be reviewed regularly.

8. Education, Health and Care Plans (EHCPs)

The SEND Code of Practice (2014) outlines 2 categories of special educational need:

- SEN Support
- Education, Health and Care Plan

Pupils who have significant and complex needs and make little or no progress despite receiving ongoing support and intervention, through SEN Support, or have significant and complex needs, may require an Education, Health and Care Plan (EHCP). This is likely to be where the special educational provision required to meet a pupil's needs cannot be reasonably provided from the resources which are ordinarily available to our school. The EHCP is a legally binding document which outlines a pupil's education, health or care needs, long term outcomes and provision that needs to be in place to support them and additional funding may be allocated to the school to provide this.

School will consider making a request by gathering information and advice from the pupil and all those involved, e.g. family, staff and external agencies. A request to undertake an assessment of education, health and care needs will be made to the local authority who will gather information and advice from all those involved in supporting the pupil. Following this a decision to issue a plan will be made and once issued it is legally required to be reviewed annually to decide whether it is to be maintained, amended or ceased.

9. Working with external agencies

At Meadow Green we will work closely with external agencies when identifying, assessing and making provision for pupils with SEND, e.g:

- Educational Psychology

- Complex Communication Needs
- Speech and Language Therapy
- Learning Support
- Physical Difficulties
- Child and Adolescent Mental Health Services
- Sensory Impairment (Hearing/Vision)
- Family Support
- Social Services
- Education Welfare
- Community Health
- Looked After Children Education Service
- Behaviour support services

10. Assessment

Detailed tracking of progress for groups of vulnerable learners, including those with SEND, takes place. Subject co-ordinators, Phase Leaders and Senior Leadership monitor provision for pupils with SEND within school through learning walks, book trawls, pupil voice and assessment.

Outside agencies may also be involved with assessments for pupils with SEND, particularly when more specialist assessments are required.

11.Training

All school staff receive appropriate training so they have the knowledge and confidence to support children with a variety of needs. Such training enables staff to improve the teaching and learning of all children, as well as building the capacity of school to meet the needs of pupils with SEND.

12. Resources

Resources are allocated to support children with special educational needs. Where necessary specialist equipment, books or other resources may be purchased. Details of costings are provided to the Governing Body regularly by the SENDCo and discussed in termly meetings with the SEND Governor.

13. Monitoring and evaluation of SEND

The following procedures provide evaluative points for assessing the effectiveness of the provision at Meadow Green:

- Reports to the Governing Body
- Tracking of pupil attainment data
- Pupil and parent/carer views during termly IPM reviews
- Pupil and parent/carer views during annual/interim EHCP Reviews
- Monitoring by the SENDCo, e.g. learning walks, pupil voice, book scrutiny
- Learning environment walks

14. Transition

During the summer term, all classes experience several transition days in their next year group, (including new intake to Reception/Nursery who take part in several stay and play sessions). When a pupil with SEND moves to a different school, the SENDCo will liaise with the receiving school. All relevant documentation will be transferred to the new setting in line with GDPR guidelines.

15. Storing and managing information

All SEND records are stored and managed in line GDPR (2018) guidelines. The SENDCo maintains and updates all SEND records and ensures they are held securely.

16. Accessibility

Refer to our Accessibility Plan: https://primarysite-prod-sorted.s3.amazonaws.com/meadow-green-primary/UploadedDocument/f66abcf6-66ef-4dcd-902d-91beae0a2c12/meadow-green-primary-school-accessibility-plan.pdf

17. Admission arrangements

These are in line with Worcestershire's Admissions Policy. A child with SEND, who does not have an EHCP, will not be refused a place solely on the grounds of their special educational needs or disability. Refer to our Admissions Policy: https://primarysite-prod-sorted.s3.amazonaws.com/meadow-green-primary/UploadedDocument/8c00bc55-ce37-433c-9600-ab8fa5e9e2bb/admissions-policy-2023-24.pdf

18. Legislative framework

This policy for pupils with SEND is governed and informed by the statutory guidance set out in the following documents:

- 0 – 25 SEND Code of Practice (2014)
- Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Working Together to Safeguard Children (2018)
- Equality Act 2010: advice to schools DfE May 2014
- Statutory Guidance on Supporting Children with Medical Conditions (2018)
- General Data Protection Regulations (2018)
- SEND reform: putting children and young people first (February 2026) Consultation White Paper.

19. Monitoring of this policy

This policy and information report will be reviewed by the SENDCo and SEND Governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.