Special educational needs (SEN) information report

Meadow Green Primary School

'A Hive of Industry & Learning'

Approved by:	Governing Body	**Date:** June 2026
Next review due by:	June 2027 (unless information contained changes)	

Dear parents and carers,

The aim of this information report is to explain how we implement our SEN policy. In other words, we want to show you how SEND support works in our school.

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 policy.

Contents

1. What types of special educational needs and disability do we make provision for at Meadow Green?

2. Which staff will support my child, and what training have they had?

3. What should I do if I think my child has SEND?

4. How will the school know if my child needs SEND support?

5. How will the school measure my child's progress?

6. How will I be involved in decisions made about my child's education?

7. How will my child be involved in decisions made about their education?

8. How will the school adapt its teaching for my child?

9. How will the school evaluate whether the support in place is helping my child?

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

11. How will the school support my child's mental health and emotional and social development?

12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

13. What support is in place for looked-after and previously looked-after children with SEND?

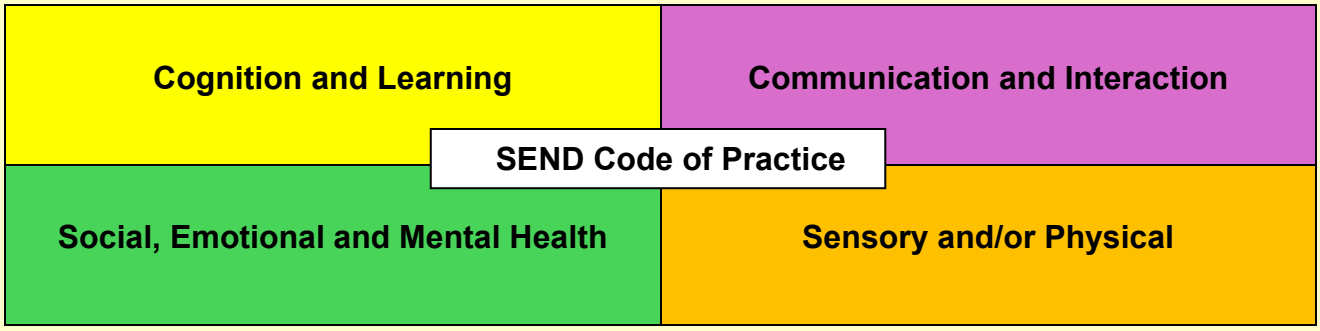
14. What should I do if I have a complaint about my child's SEND support?

15. What support is available for me and my family locally?

16. Glossary

1. What types of special educational needs and disability do we make provision for at Meadow Green?

Our school is a mainstream setting and follows guidance from Worcestershire Local Authority in relation to provision that is ordinarily available in Worcestershire schools. We provide for pupils across the four broad areas of special educational needs as defined in the SEND Code of Practice:



Cognition and Learning

Some children may find learning more difficult than others. They may need:

- more time to learn new things
- help to break down new learning into smaller chunks of information
- information to be repeated and provided in different ways to support them to remember
- whole class, small group and/or individual support
- specialist learning approaches/strategies to support specific learning difficulties

This could include:

- Specific learning difficulties (including dyslexia, dyspraxia, dyscalculia)
- Moderate learning difficulty
- Severe learning difficulty

Communication and Interaction

Some children may find communicating with their peers and adults more difficult than others. They may need help:

- to understand what others are saying to them
- to say what they want to say
- understanding the rules of social communication
- with how to say sounds and words
- to understand the meaning of new words they are learning

This could include:

- Speech, Language and Communication difficulties
- Autistic Spectrum Condition
- Asperger's Syndrome

Social, Emotional and Mental Health

Some children may find understanding and managing their feelings and behaviour more difficult than others. They may need help to:

- understand and regulate their feelings
- understand risk/dangers and keep themselves and others safe
- make and keep friendships
- understand and manage their behaviour throughout the school day
- practise and develop strategies that will support positive mental health

This could include:

- Attention Deficit Disorder
- Attention Deficit Hyperactivity Disorder
- Attachment Disorder
- Anxiety

Sensory and Physical

Some children may find accessing the school site and facilities more difficult than others because they have a disability or impairment. They may need:

- help with their sight
- help with their hearing
- help to move around the school site safely
- help with medical needs and medication
- individualised plans for evacuation/emergencies

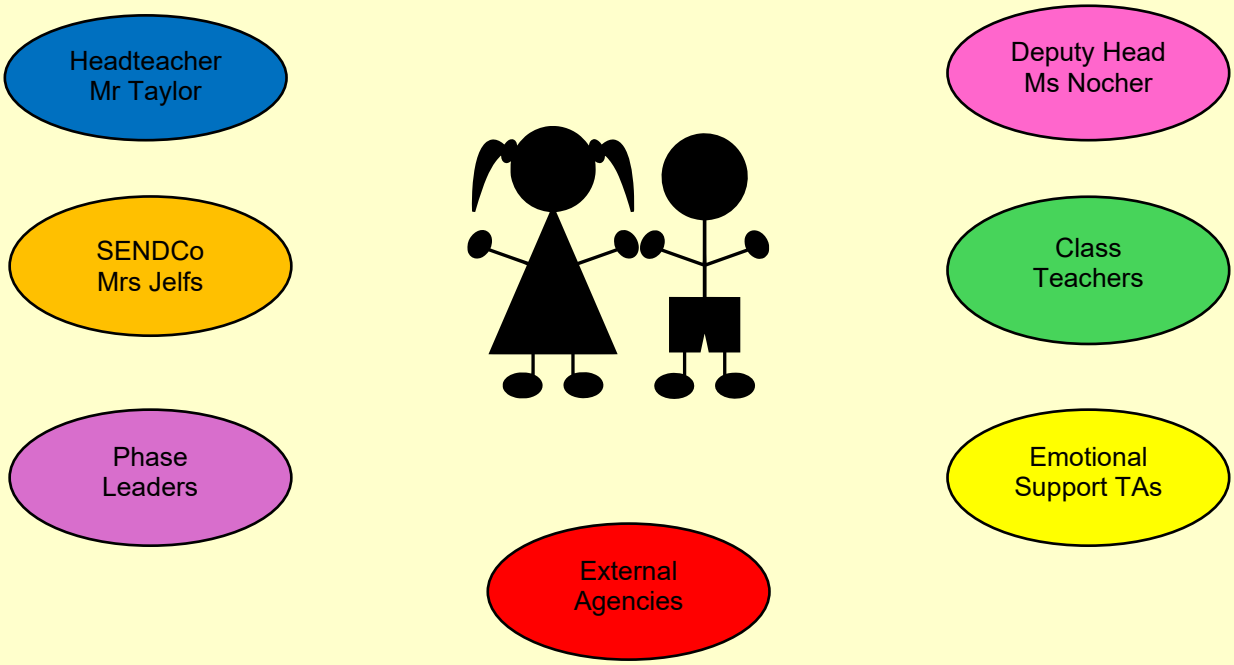
- adaptations to the curriculum
- specialist equipment

This could include:

- Visual impairment
- Hearing impairment
- Multisensory impairment
- Physical impairment

A child may have needs that fall into one or more of the above categories.

2. Which staff will support my child, and what training have they had?



Our SENDCo is Mrs Hollie Jelfs

She is a qualified teacher and has worked as an Early Year lead for many years. She has taught across a range of year groups and has a deep understanding of child development. Mrs Jelfs has been working at this school for over 25 years and knows the families and community well. Mrs Jelfs has a Level 5 Diploma in Trauma Informed Practice.

She is allocated 4 days a week to manage SEND provision and can be contacted via the school office, Class Dojo or by email:

senco2@meadowgreen.worcs.sch.uk

Ms Lucy Nocher is our Deputy Head and Senior Mental Health Lead. She has also completed the National SENCo Award.

We have an Emotions coach with training in Nurture, Trauma and CBT and 2 TAs trained as Emotional Literacy Support Assistants (ELSAs)

Class teachers

All staff complete appropriate training and, where identified, are provided with opportunities for additional training to be accessed as and when required. All teachers have expertise in differentiating the curriculum for all children who attend our setting, including those with SEND. They are also supported by the SENDCo. Some of the training they have completed in the last 12 months has included:
Food Allergy Awareness and Anaphylaxis
Manual handling
EduKey Provision Map
Attachment Aware Trauma Informed Practice

Dyslexia support in the classroom

Precision teaching

Autism Awareness

Speech and Language Development

Epilepsy Training

Specialist input from Community Paediatrics to support medical needs of pupils

Teaching Assistants (TAs)

The school also employs 11 Teaching Assistants (TAs) with a variety of skills and training. ~~They have participated in the MITA programme, (Maximising the Impact of Teaching Assistants), in order to meet the projected needs of our children.~~

- Classroom teaching assistants provide support in an inclusive classroom environment under the direction of the class teacher.
- We have a team of TAs who provide intervention groups under the direction of Phase Leaders and lead groups such as Lego Therapy ~~and Talkabout.~~
- Communication and Language support assistants, who, following the advice from our allocated Speech and Language therapist, (provided by the NHS), support practitioners working with pupils identified as experiencing communication and interaction needs. They attend regular training provided by the SALT service around a variety of needs ~~(e.g. Spring 2024 – the language of Maths).~~
- SEMH provision is also given when and where needed. We have an 'Emotions coach' working with the upper phase and an ELSA (Emotional Literacy Support Assistant) for the lower phase. We also have an ELSA for Early Years.

Some of the training they have received in the last 12 months has included:
Lego Therapy
RISE
Precision Teaching refresher

Speech and Language Development – Language of resilience and developing vocabulary.

Autism Refresher

Trauma Informed Schools training (PACE and WINE approaches)

WAM (Worcestershire Autism Mentor)

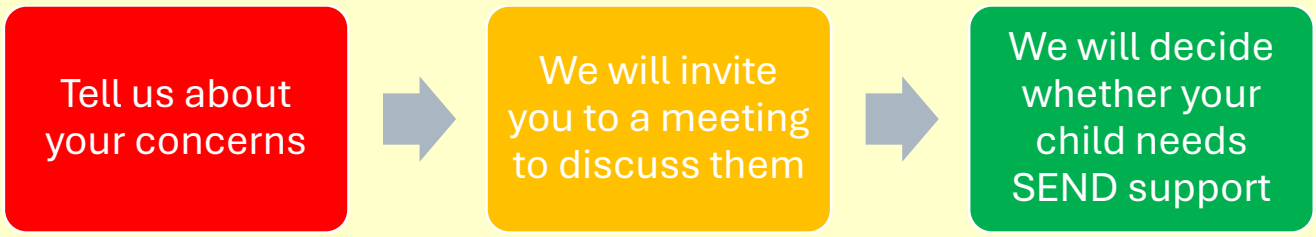
External agencies

Sometimes we need extra help to offer our pupils and staff the support that they need. Whenever necessary we will work with external support services across a variety of local authorities to meet the needs of our pupils with SEND and to support their families including:

- Access to an Educational Psychologist, who can provide advice and support for all our teaching staff, assessment of children, parental support and guidance.

- Access to Specialist Teacher from the Autism/Complex Communication Difficulties (CCN) Team, who helps support and advise teaching staff and parents on supporting pupils with Autism or Complex Communication Difficulties.
- Access to Rebecca Thompson (Education Access) for Dyslexia Diagnostic Assessments.
- Regular visits from our allocated Speech and Language Therapists who observe, assess, provide recommendations/input and review the progress of pupils with identified difficulties in speech and language. They also provide resources to support access to the curriculum. 1x Speech Therapist Assistant per week and regular, half termly visits from the Speech Therapist.
- Practitioners experienced in supporting children's mental health and wellbeing, e.g. CAMHS, Beacon PRU outreach, ELSA support.
- Physical Needs Team who provide support for pupils with Physical/sensory needs eg. Visual Impairment Team, Teacher of the Deaf.
- Practitioners experienced in supporting children's physical health, e.g. School Nurse, General Practitioners, Paediatricians, Occupational Therapists, Physiotherapists.
- Social Services and Family Support.
- Signposting to Family support services.

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher. They will pass the message on to our SENDCo, Hollie Jelfs, who will be in touch to discuss your concerns. You can also contact the SENDCo directly via Class Dojo or the school office.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

Class teachers regularly observe and assess all pupils. They will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or exceed their previous rate of progress
- Fails to close the attainment gap
- Widens the attainment gap

This may include progress in areas other than attainment across curriculum subjects, e.g. social skills.
If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been identified and supported.

If the pupil is still struggling to make the expected progress, and identified by the class teacher or parents/carers as requiring additional support, the teacher will complete an initial 'cause for concern' form. The form allows the teacher to reflect on the support the child has already received through 'High Quality Teaching', interventions and the use of other resources. Initial concerns, whether raised by staff or parents, are discussed and investigated by the SENDCo and Inclusion Manager, Ms Nocher, on completion of the form.

The SENDCo will observe the pupil in the classroom and/or in the playground to see what their strengths and difficulties are. They will have discussions with your child, their teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

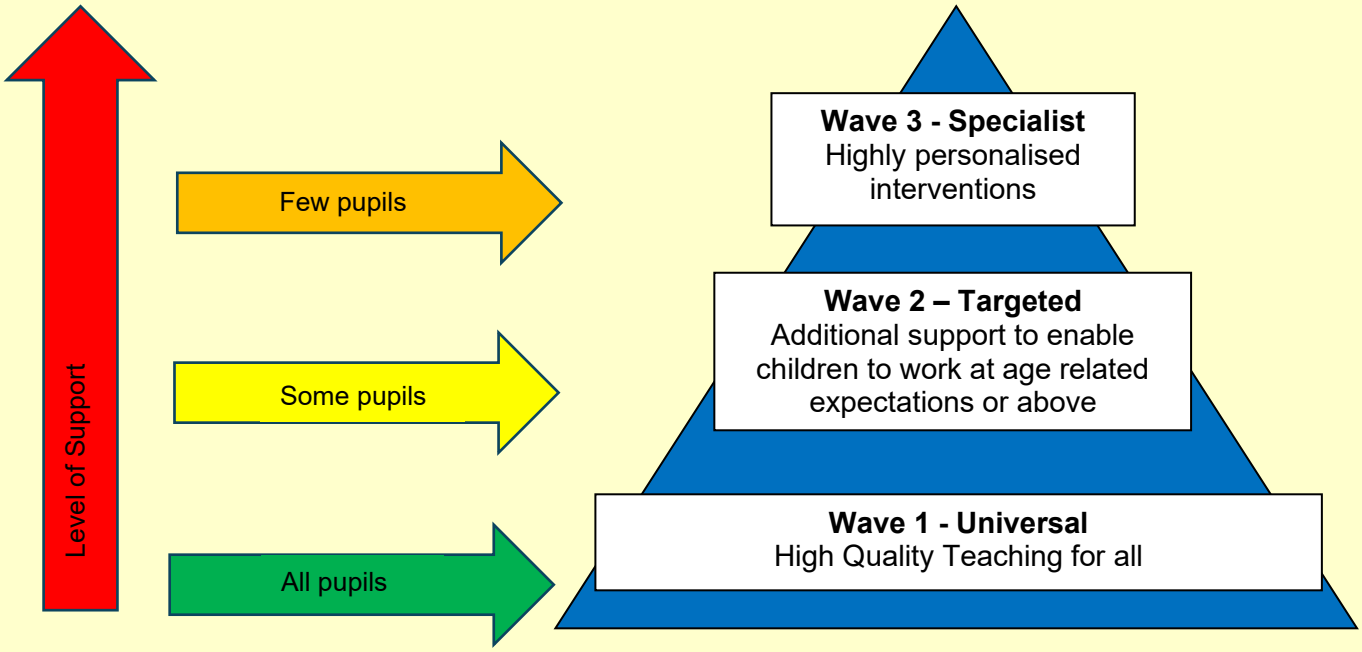
- The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician, for assessment and/or advice. Based on all of this information, the SENDCo will decide whether your child needs SEND support and placing on the SEND Register. You will be informed of the decision in writing.

Waves of Intervention:

Wave 1 (universal) – majority of pupils achieve well through high quality inclusive teaching, which takes into account the learning needs of all the children in the classroom, and which might include differentiated work.

Wave 2 (targeted) – some children require additional support to achieve well. This can often be provided within the class or in targeted small group and time limited intervention programmes. They will advance progress and help them to close the attainment gap between them and their peers.

Wave 3 (specialist) – a few children will require a personalised approach that is tailored to their more specific or complex needs. It may be delivered by a teacher or member of the support staff and advice/input may be sought from external agencies.

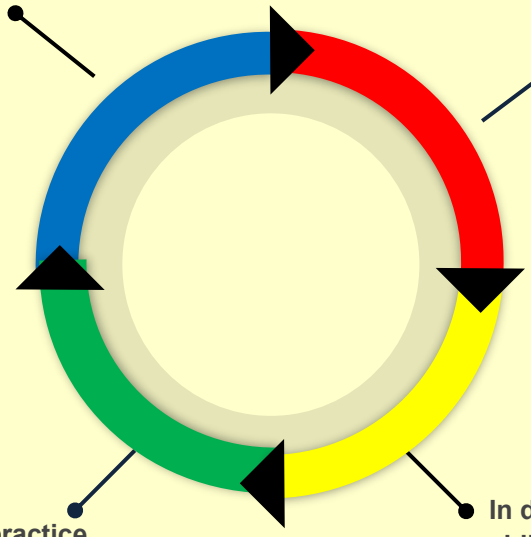


If your child does need SEND support, their name will be added to the school's SEND register, and an Individual Provision Map will be created for them. It will record specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group,) put in place to enable the child to achieve these targets. The targets set should be SMART, i.e. small, measurable, achievable, realistic and timely. Where possible, no more than three targets should be set at one time. This will provide additional support through Wave Two, and possibly Wave Three provision. They will have a termly Individual Provision Map (IPM) whilst they remain on the register. Each term targets will be reviewed and set in consultation with class teachers and support staff who usually deliver the interventions. The IPM will be shared with the parent or carer by the class teacher, either in person or during a telephone call.

If a child is identified as having speech, language or communication difficulties, hearing or visual impairment or physical disability requiring intervention by outside agencies, they will be included on the SEND register, and any necessary support will be provided, in consultation with all healthcare professionals involved, and also including the child and their parents/carers and recorded in an Individual Provision Map. For some children with individual health or medical needs, an **Individual Healthcare Plan** might be necessary. This ensures that appropriate and identified provision is made to support their medical needs in school and will be reviewed annually.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.
The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external

Do
We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes.

- As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.
We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.
This process will be continual. If the review shows a pupil has made progress, they may

no longer need the additional provision made through SEN support and may be removed from the SEND Register. You will be informed of the decision in writing.

For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. Further information about the graduated response can be accessed via the link below:

https://www.worcestershire.gov.uk/graduatedresponse

6. How will I be involved in decisions made about my child's education?



We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know so that we can keep our provision as relevant as possible.

Parent/carer views will be gathered and information shared, at each stage of the identification, assessment and review process. This consultation may take place through the forms of meetings with teachers, the SENDCo, the Deputy Head and/ or other outside agencies.

Parents/carers of children on the SEND Register are offered additional consultations each by the class teacher, either in person or by telephone in order to discuss and review their Individual Provision Map. This ensures that parents/carers are consulted and involved in reviews of their needs and progress and that their views are considered in any decisions that are made about provision for their child. The discussion will use the 4+1 model -

- What have we tried?
- What have we learned?
- What are we pleased about?

- What are we concerned about?

And then,

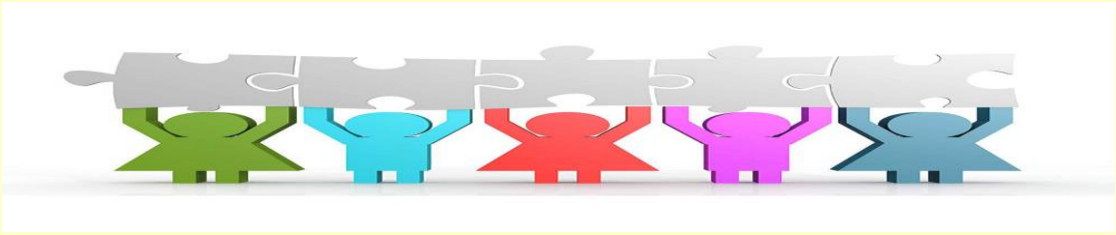
- What do we need to do next?

The SENDCo may also attend these meetings to provide extra support.

If you have concerns that arise between these meetings, please contact your child's class teacher.

A termly 'feedback' form will come home with the pupil's IPM and parents/carers and pupils are encouraged to share their views about their plan and their progress.

7. How will my child be involved in decisions made about their education?



The level of involvement will depend on your child's age and needs. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. The Individual Provision Map contains a 'my plan', which is written alongside the child and tells the reader about the child and their needs from the child's perspective. The views of children with SEND will be gathered termly regarding the progress they have made towards their outcomes and how the school can help them progress further. Pupils with an Education, Health and Care Plan will be supported to participate in the annual review of it using the Person-Centred Approach.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey

8. How will the school adapt its teaching for my child?

It is the responsibility of all our teachers to deliver high-quality teaching as the first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year that they are at our school. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis

to make sure the adaptations we make are meaningful to your child. Children with SEND are taught within class groups. They may also be taught in ability groups, if it is felt that this would be useful. They may be withdrawn from class for short periods, for small group or 1:1 intervention. Teachers will ensure reasonable adjustments are made to the curriculum in order to enable pupils of different abilities and learning styles to fulfil their potential. These may include:

Cognition and Learning		
Wave 1 (universal - all)	**Wave 2 (targeted- some)**	**Wave 3 (specialist - few)**
High quality teaching and graduated approach throughout the school Differentiated curriculum Appropriate challenge level Learning objectives and success criteria clearly communicated TA support within class Access to resources such as phonics sound mats and high frequency words Working walls Learning style awareness In – class targeted teacher support Use of ICT Practical resources	In-class additional targeted teacher support Targeted intervention groups in or out of the classroom Specific intervention programmes In-class additional Teaching assistant Support (small group or individual) Pre-teaching of vocabulary and concepts Opportunities for over learning e.g. Precision Teaching Additional intervention(s) discussed at pupil progress meetings to address lack of progress	Individualised intervention programmes for specific children/ specific learning difficulties Use of adapted and/or specialist equipment One to one provision by special needs teaching assistants for some pupils with High Needs; EHCP

Communication and Interaction		
Wave 1 (universal - all)	**Wave 2 (targeted- some)**	**Wave 3 (specialist - few)**
Differentiated curriculum planning, delivery and outcomes e.g. simplified language, key words on working wall and word mats Language screening in reception for early identification of need Structured school/class routines	Visual cues Language skills interventions Social speaking intervention groups Individual work stations Speech and Language group intervention	Involvement of outside agencies e.g. SALT/ CCN Team Lego sessions Use of social stories Individual 1:1 Speech and Language interventions as advised by SALT – delivered by trained teaching assistants Assistive technologies

TA support within class Visual timetables Use of visual prompts/ICT to make learning more visual Collaborative group work All pupils given the chance to speak/answer questions In class strategies to promote language use Vocabulary enrichment activities Visual timetables		

Social, Emotional and Mental Health		
Wave 1 (universal - all)	**Wave 2 (targeted- some)**	**Wave 3 (specialist - few)**
Delivery of PSHE/ RSE within class Opportunities to develop emotional well-being Regular opportunities for mindfulness, outdoor learning, creativity and physical exercise Sensory breaks	Specific intervention programmes eg Lego Therapy • Nurture group • Social skills groups • Self-esteem groups Use of calming space/calming activities Worry boxes, emotional cards, emotion zones, journals Drop-ins to the The Hive	Individual nurture time with a trained TA – emotions coach or ELSA for children with specific needs Meet and greet routines Referral to CAMHS/Melo Involvement of outside agencies e.g. educational psychology, CCN team, school nurse, family support, Beacon PRU. Individual interventions and strategies as advised by outside agencies Individualised emotion zone boards

Sensory and Physical		
Wave 1 (universal - all)	**Wave 2 (targeted- some)**	**Wave 3 (specialist - few)**
Staff are aware of individual children's needs/ impairment/disability medication or emergency treatment procedures Motor skills developmental screening in reception for early identification of need	Regular withdrawal of small groups for targeted gross and fine motor skill development e.g. Motor Skills united, SMART Moves A sensory rich curriculum/ additional sensory activities Use of equipment such as	Involvement of outside services for advice and recommendations: School nurse, GP, Paediatrician, Occupational therapist, Physical Development Outreach (Chadsgrove), Hearing/Visual impairment Team etc.

Whole staff training in emergency treatment (e.g. Epipen use) Appropriately trained First aid staff Administration of medicines procedures e.g. consent forms filled in by parents Regular in-class fine motor skills and handwriting exercises as appropriate Accessible grounds and building (see accessibility plan) Risk assessment completed as appropriate Appropriate sized furniture and seating positions An inclusive, varied and high quality PE curriculum supported by specialist coaches	wobble cushions, adapted writing materials, table angles, wrist supports thera-bands, ear defenders, fidget toys Involvement of sensory support teams/OT Health Care Plan/risk assessment in place Advice/recommendations from school nursing team, medical team	Use of personalised, specialist equipment Adaptations to the classroom/school environment as required e.g. sound boards/specialist furniture Individualised interventions as appropriate Involvement of the medical education team Implementation of specific medical recommendations Training for named staff for administration of medication from Community Peadiatrics Nursing Teams

Appropriate learning resources will be made accessible within the learning environment to support children with SEND. Where necessary, the learning environment will be adapted to meet children's specific needs, for example, ensuring safe access for a child with a physical disability, or providing an individual workstation for a child with ASD.

The School's Accessibility Plan gives further information, this can be requested from the school office and can also be found on the school website here:

Accessibility Plan October 2023 https://primarysite-prod-sorted.s3.amazonaws.com/meadow-green-primary/UploadedDocument/f66abcf6-66ef-4dcd-902d-91beae0a2c12/meadow-green-primary-school-accessibility-plan.pdf

9. How will the school evaluate whether the support in place is helping my child?

At the commencement of any SEND intervention, evidence is collected as a baseline, to be compared to assessment at the end of the intervention. Observations of teaching, SEND support in class and small group or 1:1 intervention are carried out as part of the school's monitoring cycle. All children's attainment in reading, writing and maths is assessed every term by class teachers and reviewed in Pupil Progress Meetings.

Progress in relation to children's long and short-term outcomes will be reviewed each term by class teachers and/or the SENDCo. Parents and children will be invited to the review meeting. If intervention is not enabling children to make progress and 'catch up', the review will consider changing the intervention.

SENDCo and Deputy Head meet regularly to discuss the impact of SEND Provision. Their discussions include:



- Progress and attainment of pupils
- Interventions – effectiveness on progress and attainment
- Overview of provision for each area of difficulty
- Multi-agency support
- Staff training
- Priorities for the following term

For all our children, the school follows procedures outlined in our school's Assessment Policy. Assessments for evaluating progress are also monitored by:

- Termly Teacher IPM reviews with feedback forms for parents to add their views
- Termly Pupil Progress meetings
- Termly Summative assessments and recording of progress by the class teachers
- Termly monitoring of progress and attainment through data analysis

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

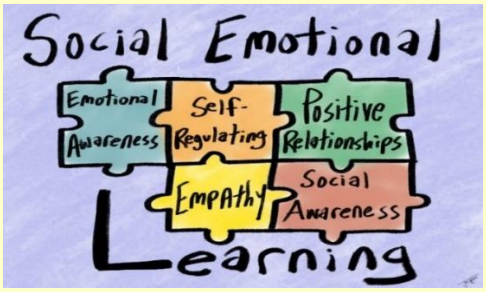


All of our Breakfast and After-school clubs and extra-curricular activities are made available to children with SEND as a matter of course.

Children with SEND are included in all off-site outings and residential visits, and join in with any opportunities provided by visiting speakers. All pupils are encouraged to take part in school plays, sports days and workshops. If necessary, additional support, provision or access arrangements will be made in order to facilitate this.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed, e.g. additional support, provision or access arrangements, to make sure that they can be included. Where there are concerns for safety and access a risk assessment will be carried out and parents/carers will be consulted and involved in planning.

11. How will the school support my child's mental health and emotional and social development?





The wellbeing of all our children is paramount; their resilience and mental health is monitored and given high priority by all staff. Throughout their time in school, pupils are supported in developing social skills and an awareness of the needs of others, including those with SEN and disabilities.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways and may be communicated through their behaviour. Concerns in this area may become evident through a child's behaviour or changes in it. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These may sometimes be more evident in different settings and concerns may initially be raised by parents/carers or school staff.

Ms Nocher is the staff member specifically responsible for mental health and wellbeing and she works closely with the whole staff, as well as the SENDCo, to support any child who is identified by staff members as requiring additional support. The SENCo, Mrs Jelfs holds a Level 5 Diploma in Trauma Informed Approaches.

Our school aims to support children via the Hive, the school's nurture room, and also within the classroom. Our Nurture curriculum is supported by Mrs Hatton who is based in the Pod, and provides support for the emotional and social needs of our children. In addition, regular Lego Therapy groups support children's emotional and mental health. Children who may, from time to time, need additional support with their mental health, emotional and social needs are supported within school, or through links with outside agencies. We also have a lower phase ELSA (Emotional Literacy Support Assistant) and an Early Years ELSA to support early SEMH needs.

12. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?



During the summer term, all classes experience several transition days in their next year group, being taught by their new class teachers in their new classrooms (including new intake to Reception/Nursery who take part in several stay and play sessions).

Year 6 Pupils will experience a range of transition arrangements depending on their needs:

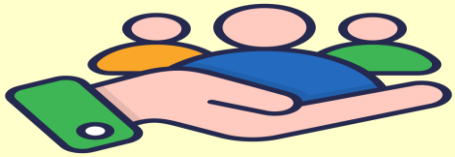
- All Year 6 will be invited to attend transition days at their chosen High Schools.
- In addition, some Year 6 pupils on the SEND Register will have additional transition days there.
- SENDCo will liaise with the pupils chosen High School's SENDCo and discusses the needs of any Year 6 Pupils on the register.
- SENDCos from High Schools usually visit the pupils at Meadow Green to meet them and chat about their expectations and answer any questions they may have.
- Year 6 SEND leavers have a Pupil Passport, monitored by the SENDCo, and intended to ensure that our pupils and parents are supported in their transition to their new settings.

Independence and aspirations are encouraged throughout the school and life skills are taught as appropriate.

13. What support is in place for looked-after and previously looked-after children with SEND?

Ms Nocher will work with the SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.
Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. Looked after children with SEND, if required, receive additional emotional and or pastoral support via nurture time and social groups, or if necessary, 1:1 sessions. The school works with outside agencies and voluntary groups to support children with additional emotional and social needs. We will invite health and social care bodies, local authority support services and voluntary sector organisations into school to work with our children, if we believe it is their best interests to do so. Looked-after pupils will also have a personal education plan (PEP).

We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



All staff completed ACES and Trauma online training (December 2022 or January 2023) to develop their awareness of the needs and support that may be required by looked after children.

14. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to your child's class teacher in the first instance who will keep the SENDCo and Headteacher informed of concerns raised. In the event of the situation not being resolved by the class teacher, it will be referred to the Headteacher and the school's complaint policy. If you are not satisfied with the school's response, you can escalate the complaint.

If your concern is about an aspect of SEND provision you can contact Special Educational Needs and Disabilities Information, Advice and Support Services for information/advice:
by telephone - 01904 768153
by email – sendiass@worcestershire.gov.uk
or visit their website at - http://www.hwsendiass.co.uk/

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:
https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, processes called disagreement resolution or mediation take place, where you try to resolve your disagreement before it reaches tribunal.

15. What support is available for me and my family locally?



If you have questions about SEND, or need support, please get in touch to let us know. We want to help you, your child and your family. Meadow Green accesses Early Intervention Family Support to assist our pupils and parents/carers. A referral can be made to the SENDCo or Ms Nocher with parental consent.

To see what support is available to you locally, have a look at Worcestershire's at local offer on their website:

https://www.worcestershire.gov.uk/sendlocaloffer

Charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle
- Autism West Midlands
- Young Minds
- Mind
- Action For Children

Glossary

If there are any terms we've used in this information report that you're unsure of, you can look them up in the glossary below:

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC Plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

IPM – Individual Provision Map where specific and challenging targets set for a pupil for the term are recorded. A copy of this is shared with parents.

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEND support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages