

Meanwood Primary School

Inclusion Policy Regarding SEND, Cared for & EAL provision



SENCo:

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School Aims

At Meanwood Primary School, we strive to nurture happy and healthy children with the confidence, skills and motivation they need to reach their full potential, academically and socially.

Aims of the Inclusion Policy

In order to meet the school aims for every child, we actively seek to remove the barriers to learning and participation that may hinder or exclude individuals or groups of pupils. We aim to ensure that all our children in school have equal opportunities and we do this by assessing and meeting the needs of the different groups of children within our school:

- Girls and boys
- Minority ethnic groups
- Children learning English as an additional language
- Children with special educational needs and disabilities
- Children with health or medical needs
- Children from disadvantaged backgrounds (including those who are eligible for Pupil Premium funding)
- Looked After Children
- Children who are vulnerable for any other reasons (e.g. family circumstances)

Every teacher is a teacher of every child or young person at Meanwood. This includes EAL, Cared for, SEND and our Equality Duties which promote inclusion and remove discrimination.

Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Admissions Policy

At Meanwood Primary School, all our children are admitted to school through Rochdale Metropolitan Borough Council's Pupil Services Admissions Team.

Children with Education Health Care Plans have the school they are to attend named in this document in order to ensure there is suitable provision for their needs.

Equal Opportunities and Equality Duties

The school works in accordance with relevant legislation relating to equal opportunities and Equality Duties. The curriculum and provision throughout all aspects of school life are designed to ensure equal opportunities for all children to learn and to reach their potential. The behaviour policy includes clear sanctions for discriminatory behaviour and bullying, including cyber bullying.

At Meanwood Primary school the curriculum is planned and differentiated to meet the range of needs of individual pupils. Careful choice of resources is made to facilitate access to the curriculum for every pupil; this includes the deployment of staff within the classroom.

Pupils with additional needs are regarded as full members of the school community and provision for all children regardless of their needs is inclusive. All pupils have full access to the environment, resources, staff and activities of the school. All areas of school life are carefully monitored to identify any barriers to inclusion for individuals or groups.

Our Accessibility plan ensures that all children and adults who use our school have access to the building, the curriculum and to information (Public Sector Duty).

Pupils are encouraged to take an active part in the any meetings regarding their needs. This might be by discussing their targets with their class teacher or attending annual reviews or Pupil Education plan meetings. Their views are taken into account and targets are discussed with them alongside their parents.

Leadership and Management of Inclusion

The SENCo, working with the Headteacher and the Senior Leadership Team, is responsible for the leadership and management of all aspects of Inclusion throughout school. This member of staff is Sam Molloy.

The governors of the school have appointed a member of the body to have responsibility for inclusion. At present, the named governor is: Sharon Hodgkinson.

Special Educational Needs

Definition of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014:

'A child or young person has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The 2014 Code of Practice states that every school is required to meet the SEN of the children they support. Mainstream schools must:

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN
- Inform parents when they are making special educational provision for a child

Broad Areas of Need

The Code of Practice (2014) sets out four broad areas of need of SEN:

- *Communication and Interaction* – this includes children with speech, language and communication needs. Children with an Autism Spectrum Condition, including Asperger's Syndrome and Autism may have difficulties with social interaction, language, communication and social interaction and imagination
- *Cognition and Learning* – support for learning difficulties may be required when children learn at a slower pace than their peers. This may include children with moderate learning difficulties (MLD) or specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- *Social, Emotional and Mental Health Difficulties* – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder
- *Sensory and/or Physical Needs* – some children need special educational provision because they have a physical disability (PD). Some children have sensory issues such as a visual impairment (VI) or a hearing impairment (HI) which require specialist support and/or equipment to access their learning.

The person with day-to-day responsibility for co-ordinating the provision for pupils with special educational needs and disabilities is the Special Educational Needs Co-ordinator (SENCO). The role of the SENCO is detailed in the 2014 Children and Families Act. The SENCO works under the direction of the Headteacher. The SENCO is: Sam Molloy

The SENCO will:

- manage the day to day operation of this policy
- ensure the effective deployment of the Inclusion Team
- provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies

- assess pupils with SEN where appropriate to inform quality first teaching strategies, differentiation needs and plan intervention as part of the Assess-Plan-Do-Review cycle
- advise on the graduated approach to providing SEN Support
- keep up to date with new initiatives to support pupils with SEN and share good practice with all staff
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN
- track academic progress of all children on the SEN register
- liaise with external agencies and the local authority to get the best support for all pupils
- identify resources to support children with SEN and manage the budget accordingly
- liaise with potential next providers of education to ensure that the child and parents/carers are informed about options and a smooth transition is planned
- co-operate with the local authority in reviewing the provision that is available locally and help to develop the Local Offer
- report on the effectiveness of provision to the senior leadership team and through them to governors

The Headteacher and Senior Leadership Team will:

- ensure that all pupils, including those with SEN, have access to a broad and balanced curriculum
- plan with the SENCO how resources are used to support pupils in the most efficient, effective and equitable way
- set the overall school policy for educational inclusion with reference to the local authority's policy
- decide whether to put forward pupils for statutory assessment, in consultation with parents/carers, class teachers and the SENCO

Class Teachers will:

- seek to meet SEN needs within the overall framework of inclusion in the school
- set high expectations for every pupil, including those with SEN, whatever their prior attainment
- identify pupils experiencing difficulties and discuss concerns with the SENCO and parents/carers
- write and review Learning Plans for pupils with Education, Health Care Plans and at SEN Support as part of the graduated response
- ensure the Learning Plans are shared and reviewed regularly with pupils and parents/carers
- contribute to planning and provision to meet identified needs as part of the Assess-Plan-Do-Review cycle
- contribute to monitoring and review procedures
- differentiate planning to include all children with SEN
- implement effective strategies to support pupils with SEN as part of quality first teaching
- work closely with TAs to help provide appropriate support for all SEN children
- closely track academic progress of SEN children within their class
- write teacher reports on the progress of SEN children when needed

Governors will:

- identify one governor with a special interest in SEN
- use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Facilities for children with disabilities or sensory impairment

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children:

- They must not directly or indirectly discriminate against, harass or victimise disabled children
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared to their peers
- Schools must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children.

Meanwood Primary School has been assessed and modifications have been made to accommodate pupils with physical disabilities. Ramped access is available as an alternative to stairs and there are currently accessible toilet and changing facilities in all buildings. (See Accessibility Plan)

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions (as far as is practical considering the age of the KS2 building) so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

Meanwood work closely with the agencies that can provide support for children with disabilities and/or a sensory impairment e.g. Rochdale Additional Needs Service (RANS) or Occupational Therapy (O.T.) Children requiring equipment due to impairment will be referred and assessed by these agencies in order to gain the support that they require.

Meanwood ensures that all of the disabled pupils in school have equal opportunities to those of non-disabled pupils. They participate in P.E. lessons, school trips and are supported sensitively by staff where necessary. We do not tolerate any form of discrimination and regularly champion the successes of disabled people in society through our curriculum and assemblies.

Children with medical conditions are monitored and meetings with parents are held regularly to ensure that school is meeting the needs of the child and their condition for them to reach their potential in school and not be hindered by their condition. (Refer to Policy for Supporting Children with Medical Conditions)

The Stages of SEN Provision

When planning for provision in the classroom, the class teacher should pay due regard to the graduated approach of SEN provision, as suggested by the SEND Code of Practice (2014).

See also SEN toolkit

The first response is high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCo, will assess whether the child has SEN. Initially this will be done informally and in-house. Parents and carers will also be informed that concerns have been raised in school about their child's progress. Interventions will then be put in place to try and address the area for development. This will be monitored through Pupil Progress meetings and SEN monitoring discussions.

If concerns are still present after the intervention, then the child will be placed on the SEN Register, with parental permission being sought. This places the child at the '**SEN Support**' stage of the

graduated approach. The teacher has now identified the child needs **'additional to or different from'** provision to the other children in the class. A Learning Plan will be produced which sets out a) the areas of concern, b) the quality first teaching strategies to be implemented and c) details of intervention to target the areas of weakness. If the strategies are successful, then the child either continues on the same stage of provision or is removed from the register. At any point in this cycle, outside agencies such as Speech and Language Therapy, HYM, Educational Psychologist may be involved. Parents and Carers will always be asked for their permission when such a referral is made.

The progress of children at 'SEN Support' stage will be regularly and closely monitored. If the strategies and intervention are not successful then the class teacher, agency, parents/carers and SENCo will then look at whether a statutory assessment is needed. (also known as an Education Health Care assessment)

The statutory assessment process requires that school has done everything possible to evidence that they cannot fulfil the needs of the child without additional support. Initially, the SENCO will complete a form requesting statutory assessment, which has to include the child's SEN chronology, advice from outside agencies, three evaluated Provision Maps and a detailed report on the child. Therefore it is essential that SEN information is updated regularly and stored, on SEN drive in the child's efolder and any events recorded on CPOMS (electronic logging system).

If the request for statutory assessment is successful the process will take up to 20 weeks. If the local authority agree that the pupil does have severe and complex needs requiring additional support then the child will then be issued with an **'Education, Health Care Plan'** (previously known as Statements)

The EHCP is then reviewed annually in an annual review or if there are important changes, an interim review can be called at any point in the year. Parents/carers, teacher, SENCo, support staff and any outside agencies currently supporting the child all meet together in reviewing the progress made over the year and planning the desired outcomes for the next year. The local authority then decides whether amendments are needed to the Plan.

SEN Information Report

Meanwood's SEN Information Report is displayed on its website and sets out how the school will put into practice the Special Educational Needs and Disability Regulations 2014. This is a statutory duty on schools and will be reviewed annually.

English as an Additional Language

Our curriculum provision is designed to enhance the language development of all children. Good practice in developing talk for all children also represents good practice for children who speak English as an additional language, e.g. through opportunities to learn new vocabulary and concepts in meaningful contexts, such as through engaging cross curricular topics and through the use of visual aids or practical activities. Children are given frequent opportunities to talk about their learning, with adults and with other children. Teachers are aware of common errors made by bilingual children learning English and address these sensitively when teaching. Therefore on a day to day basis, most children who speak English as an additional language do not require additional or different provision.

When children are admitted to school, parents are asked about their child's first language. If a child is new to English or is at the early stages of learning English, then additional provision is put into place. Parents are asked about their children's previous experiences of education, for example to find out whether the child is literate in their home language or has attended school in another country. Additional support can be requested from the Ethnic Minorities Achievement advisor (Equalities Team) to hold this initial meeting and to assess the child's ability in their first language.

Within the classroom, new to English children may be supported by a buddy, e.g. another child who shares the same first language. Additional support is introduced gradually, as appropriate to the needs and age of the child, but may include support with early phonics or learning key words and phrases in English. Provision of bilingual resources, such as picture dictionaries and Penpals Talking Pen, can also support the English development of older children. We recognise that for a new to English child, immersion in an English speaking classroom can be a bewildering and exhausting experience, so we also pay due regard to the child's social and emotional needs during this time.

Our school celebrates our 28 different home languages and work is supported by our EAL lead Catherine Gartside.

Progress made by our children learning English as an additional language, particularly those new to English, may be tracked using the English Proficiency Codes. This assessment and review process is recognised as good practice and is supported by the Equalities Team.

Cared for Children

Julia Fletcher is the designated teacher with responsibility for Looked After Children. In Rochdale this group of children prefer to be referred to as Cared For Children.

This role involves liaising with social workers, carers and parents and attending any meetings relating to the educational needs of Looked After Children. Looked After Children have a Personal Education Plan, which is written in conjunction with the child, social worker, carers and parents and is reviewed each term.

Looked After Children attract the Pupil Premium Plus funding and it is the designated teacher's responsibility to ensure that this funding is spent effectively to ensure these children make the best possible progress; academically, socially and emotionally. We think creatively towards an intervention which will achieve this outcome.

The progress of Looked After Children is monitored very closely and intervention is rapidly put into place when needed.

Social, Emotional and Mental Health Needs

Children who have social, emotional or mental health needs may exhibit behaviours which are not in character for the child. As a staff team, we support both the child and their family in a range of ways. Our Children's Welfare Officer works directly with children and families and can use Early Help where appropriate to support and bring other agencies in.

The school can also make referrals to a range of other services including HYM, Fair Access (through LISO panel) or counselling services. The school benefits from a counsellor from Place2Be 1 day per week.

We can also support children who are struggling to come into school through the EBNA pathway, supported by the EWO at the LA.

Regular checkins are provided for identified children by the class team and we also have a school counsellor from Place2Be for children identified as needing extra support.

Continuing Professional Development

The continuing professional development and in-service training of staff is important at Meanwood. Monitoring and evaluation of provision and the performance management process informs whole school training, or training for individual staff. Staff can access training for SEN from the SENCo with regular INSET through staff meetings, outside providers through the Rochdale REAL Trust and Rochdale Additional Needs Service (RANS). School priorities for training are addressed through the SIP and also led by special interests and strengths, which is monitored through professional reviews and appraisal targets.

(See CPD list)

Medical agencies such as occupational therapy are also available to train staff in the use of strategies and equipment.

Parental Involvement

At Meanwood Primary school we believe that parents play a very important role in the education of our children. As a school we understand that having a child identified with any additional need can be a worrying time and we seek, through close working practices, to ensure that parents are fully engaged in the process of supporting their child.

Parents can support the school with educating their child by sharing information such as medical diagnoses, and involvement of other agencies e.g. Speech and Language Therapy. They are free to discuss their child's needs with the class teacher at any time or if they wish they can contact the SENCO or other relevant co-ordinator to discuss the provision for their child.

Parents are asked to sign a letter acknowledging the placement of their child on the SEN register. At the time of this initial meeting, parents/carers are given a leaflet which explains the SEN process and how it works at Meanwood. It also advises how they can access additional information.

The school has a Children's Welfare Officer who is available to support parents of children with additional needs, offering referrals to a range of agencies and services. She also offers direct family work support, including behaviour management strategies which can be tailored to the needs of children with SEN. Multi-agency support is coordinated using the Early Help process.

Transition to other schools

Transition to a new school can be a very difficult time for all children but particularly for those with an additional need. To ensure a positive transition for all our children, we work closely with high schools. Information is shared about children with an EHCP whilst they are still in Year 5 to allow planned transition to take place in year 6. Staff from the local high schools also come into Meanwood in the final term of Y6 and meet with teachers and children with additional needs to make sure they are fully informed of their needs. Our staff team carries out a programme of transition support for children with additional needs during Year 6. Some children may receive transition funding when moving from Nursery to Reception or Year 6 to Year 7 and staff will build a bespoke package of support for individual children who receive this additional funding.

All data and information regarding children's needs is shared with the new school. The new school may also wish to discuss the child's needs and SEN status with the SENCO, who will share all relevant information.

Links with other agencies

Meanwood has links with a wide range of additional services which include the School Health Practitioners, Educational Welfare Officers and a wide range of community based organisations. Early Help assessments are used to ascertain how children's needs can be met if they have multiple or complex needs beyond those provided by the school.

Complaints Procedure

We hope that parents are happy with the care and education we provide. However, if there are any concerns regarding a child the first point of contact for parents is the class teacher, who will be happy to meet and discuss concerns. If the parent is still not satisfied the school Complaints Procedure is available from the office and on the school website.

Monitoring and Evaluation

The effectiveness of provision for children with additional needs is evaluated by the Headteacher in partnership with the Senior Leadership Team, SENCO and the Inclusion Link Governor. The success of the school in including all children is rigorously monitored and evaluated, with findings being used to inform changes to practice to further promote inclusion. Academic progress is monitored by the Deputy Headteacher for Teaching and Learning (Assessment Leader) and Deputy Headteacher & SENCO, who track the progress of individual children and groups (gender, PP, ethnicity, LAC etc.)

Related Policies

- SEND Information Report
- Local Offer
- Single Equality and Community Cohesion Policy
- Assessment Policy
- Learning and Teaching Policy
- Behaviour Policy
- Equalities Policy
- Intimate Care Policy
- Children with Medical and Health Care Needs Policy

All information held in school is in accordance with the Data Protection Act 2018 & GDPR.

Policy approved by FGB: March 2026
Shared with all staff: March 2026

Next Review: March 2027