

Special Educational Needs Information Report 2026-2027

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At the Meadows Primary Academy, we value the abilities and achievements of all our pupils and we are committed to providing each pupil with the best possible environment for learning. We believe our school values supports all children to reach their full potential.

Our school values are:

- Aspirational
- Respectful
- Kind
- Curious
- Teamwork
- Resilient

Our School Mission

Excellence;
everyone
everyday

Special Educational needs at The Meadows Primary Academy

The Meadows Primary Academy is proud to be a mainstream inclusive primary school. We admit children from age 3 – 11 with a range of needs. Children's learning needs can be vast and varied but can often fall into one or more of the following identified categories:

1. Communication and interaction: *Children with this area of need may have difficulty in communicating with others. They may have difficulty with one, some or all aspects of speech and language or social communication at different times in their lives.*
2. Cognition and learning: *Support for learning difficulties maybe required when children are learning at a slower pace than their peers, even with the appropriate differentiation.*
3. Social, emotional and mental health: *this may include such things as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.*
4. Sensory and/or physical needs: *Some children have special educational provision because they have a disability which prevents them from making use of the educational facilities generally required. This could include things such as vision or hearing impairment, or a multi-sensory impairment.*

How would The Meadows Primary Academy identify and assess my child's special educational needs?

The approach taken at The Meadows Primary Academy is one where we regularly review and record what we offer EVERY child or young person in our care. Class teachers make regular assessments of progress for all pupils. Following this, teachers can identify pupils progress alongside day-to-day observations in the classroom. At the Meadows, we follow a graduated approach, which supports children who require adaptations to support them with their learning to meet their full potential.

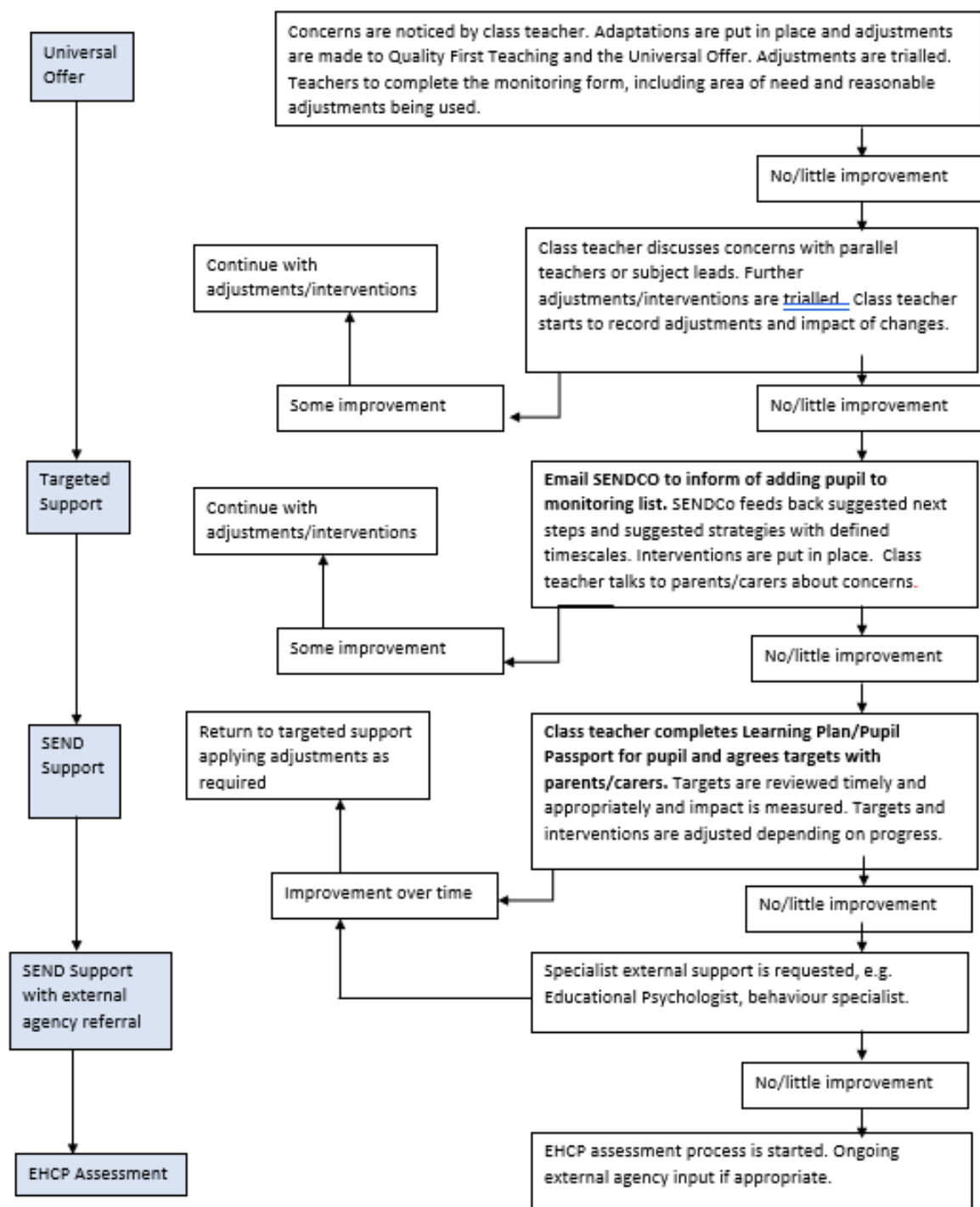
It is in this approach where needs may be identified by the class teacher or TA. Identification may also arise through conversations with parents, information from another setting or school or working with outside agencies. If there is concern about progress with your child then provision will be put in place by the class teacher to try to fill this need.

This provision will be monitored and if concerns about progress are still maintained then these will be discussed further with yourself and the school SENCO. This may lead to more detailed assessments by the SEN team.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils.

Graduated Approach:

Graduated Response – The Meadows Primary Academy



How do you adapt the curriculum and environment?

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. At The Meadows Primary Academy, each teacher adapts lessons appropriately for the individual pupils in their classroom using a range of strategies including:

Explicit instruction – Use clear and succinct language, checking for understanding frequently during the activate stage of the lesson and during frequent circulation of the room. Chunking the content and introducing this in small steps for students.

Cognitive and metacognitive strategies – Regular recall activities support this. Re-teach, secure and move on. Support materials to help students plan, monitor and evaluate e.g. Success criteria, structure strips.

Modelling – Thinking out loud and going through this with students – I do, we do, you do.

Scaffolding – Verbal, visual and written to allow students to access the work. This is done in a variety of ways: keywords, structure strips, sentence starters, visual prompts, fill in the gaps (close), knowledge organisers. Reduced over time to take away the reliance of adult support.

Flexible groupings – consider who is working together, does this need to change at different points in the lesson. Promote peer tutoring.

Using technology – Visualisers when modelling work and marking work. iPads are used to record learning and to access resources online through an app called Showbie. This allows all children the opportunity to work independently with reasonable adjustments available to support their learning.

What additional support is available for a child with special educational needs?

At the Meadows Primary Academy Teachers have the highest possible expectations for your child and all pupils in their class. All children receive Quality first teaching, from this teaching that it may become evident that your child's progress is less than that of their peers. We consider not just the academic element of progress but socially and emotionally too. Class teachers adapt planning to support the needs of pupils with SEND. Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEND to access the curriculum. Teachers and other adults in the classroom work together to give targeted support according to your child's needs. In addition to this, class teachers may receive advice from the SENCO team and other professionals on how to support a child further.

A further level of intervention could be put in place depending on need. Pupils may be supported through intervention groups or additional support in class. Not only can the SEN team offer varied levels of support to help with the academic progress of your child, but we also work within a larger Families Team who can offer a range of holistic approaches to help where the need may be of a social or emotional nature. Where pupil progress remains an area of concern despite QFT and access to quality intervention we work with a range of agencies who will advise on support strategies across a range of needs.

If your child requires more intensive support, then this may require an EHC plan or advice from the local authority or Educational Psychologist. These professionals will help to determine interventions required and how often these additional interventions are needed in addition to the extra support received in class from your child's class teacher.

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

Monitoring of provision takes place on a regular basis throughout the whole school. This could be in the form of lesson observations, learning walks or progress meetings by the Senior Leadership Team, feedback from the Student Leadership Team and pupil interviews.

Any additional interventions to Quality First Teaching are identified and tracked to ensure the impact is effective. Before an intervention is carried out a baseline assessment is completed and then again after the intervention to monitor the progress and impact of the provision in place.

This assessment, along with monitoring progress against the key objectives of the National Curriculum, help to measure the impact of the intervention undertaken.

How does the school arrange the assessing and reviewing of progress of pupils with special educational needs?

At the Meadow's all children who receive SEN support will have baseline assessments to identify specific areas of need within their learning. Following this, interventions will be implemented to meet the needs of all pupils. Class teachers will keep parents updated on a termly basis to review any targets on learning plan and to discuss new ones. The Meadows Primary Academy operates an 'Open Door Policy' where parents are welcome to speak to the appropriate members of staff should they wish to. At times parents may need to make an appointment should the appropriate member of staff be unavailable at that time. We also offer a SENCO parents evening, this allows a parents a chance to meet with the SEND team to discuss their child's learning and provision.

If at any time parents wish to have further support or advice regarding their child's additional needs, parents are welcome to arrange a meeting with the SENCO team. In addition to the above, The Meadows Primary Academy hold two formal parents' evenings each year and issue each child with a report each July which will give an update on pupil's progress.

What support is available for improving the emotional, social and mental development of my child?

At The Meadows Primary Academy we are committed to developing all of our children to be happy, well rounded individuals who have a love of learning through which they can achieve and progress. We want them to enter in the wider world as:

- Happy and positive individuals
- Responsible citizens able to make a positive contribution
- Adaptable in an ever changing technological world
- Life long, safe and healthy learner

In order to achieve the above the school staff are committed to six core values:

Respect – Resilience – Teamwork – Curiosity – Kindness - Aspiration

The children are reminded of these on a daily basis.

If further support is required we have dedicated staff in school that work with children who may find social integration skills difficult, may have emotional or mental health problems or may find it difficult to adjust to school life. These staff members all sit within the Pastoral Team lead by Laura Mooney.

What expertise or training do staff have in relation to working with children who have special educational needs?

- INSET (In service training) needs for all staff are delivered through the professional development programme as identified in the school action plan. We are committed to developing the expertise of our staff. We try to spread the skills throughout the Key Stages where possible so that all classes have access to relevant practitioners.
- All staff are trained to use Emotion Coaching as the first strategy to deal with any upsets which may arise during the school day.
- All teachers have had training in Quality First Teaching.
- All staff are trained in Level 1 Safeguarding, but many staff have further levels.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Specialist visits by the Local Authority and other outside agencies are requested where advised to train and support staff development in different areas of need.

What equipment or facilities does The Meadows Primary Academy have to support children with special educational needs?

Facilities we have at present include: low level entrance and exit points to make the building accessible to all, disabled toilet.

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

For pupils who need more expensive special educational provision that falls outside of the schools notional budget, the Local Authority can provide top-up funding in order to fully meet the needs.

How will my child be included in activities of the school including trips and clubs?

We aim for all children to be included on school day trips and residential stays, as well as any school clubs. We will provide the necessary adaptations, having consulted with parents, to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

How do you prepare my child for transferring to another school?

For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. In many cases a member of staff has met with staff from the previous setting to gain information which will help in setting your child in our school.

When children are preparing to leave us for secondary school, we arrange visits for them. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has a Statement or an Education and Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

If you are looking to move your child to a special school then we can arrange a time for you to go and look around and take a member of staff with you to help you decide whether it is the right setting for your child.

How do Parents and children get involved in their education?

Involving parents and learners in the dialogue is central to our approach and we do this through: Pupil Passport reviews held termly between the parents/carers, child and class teacher; at EHC/statement transfer annual reviews between the parents/carers, practitioners from the school and any other relevant agencies and as and when the need arises.

The Meadows Primary Academy has an open door policy and staff are available to talk with parents over any concerns or worries that either party may have. We consider the views of our parents / carers and children with the highest regard. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

The children are involved in the running of the school through the Student Leadership Team.

What do I do if I have a concern about the school provision?

The initial point of contact is the child's class teacher. Appointments may also be made with the SENCO/Head teacher.

If any person feels that their complaint has not been dealt with adequately by the school staff, they are able to contact the Chair of Academy Council.

In addition, the Local Education Authority has a customer feedback team. The LA also provides a parent partnership service called SENDIAS details of which can be found further below, obtained by the SENCO or found on the Stoke on Trent local offer online.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by The Meadows Primary Academy may include professionals such as:

- SENDS (Specialist advisors including Autism, Specific learning difficulties, visually and hearing impaired)
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services, Speech & Language Therapy
- Occupational Therapy
- Paediatricians and Physiotherapy

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definitions of special education needs taken from section 20 of the Children and Families Act 2014

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

When can I get information about the local authority's local offer for my child?

Local Offer Contribution: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Stoke on Trent Safeguarding Children Board

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=3mFT1ZBIXcE>

Relevant school policies underpinning this SEN Information Report include:

- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (Last updated 2021)

Name and contact details of SENCO

The SEN Team consists of:

Miss L Martin – Special Educational Needs Coordinator

Miss T Deakin - SENCO Assistant.

Miss L Mooney- Pastoral lead and sendco