

Special Educational Needs Policy 2026-2027

Date	September 2026
Review Date	September 2027
Academy Council Ratification Date:	September 2027
Written By	Lydia Martin

At the Meadows Primary Academy, all staff inspire to create a school environment with support all children to reach their full potential. All staff have high expectations for all children and model our school values daily. We seek to create opportunities for all children to achieve their best in terms of both academic and personal achieve. This is underpinned by our school mission.



At The Meadows, we aim to make the curriculum accessible to all pupils in a stimulating learning environment alongside adaptations where needed to allow all children to succeed. We strive to make our school welcoming to both children and parents and endeavour to work with parents as well as members of the community to create opportunities for positive outcome for all children at The Meadows.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014)

This policy should also be read in conjunction with Blurton Primary Schools:

- Safeguarding Policy
- Accessibility Plan
- Medicines Policy incorporating Supporting pupils with medical conditions

- Inclusion Policy
- School local offer
- Admissions Policy with particular reference to 'over-subscription criteria'
- Behaviour Policy

The Special Educational Needs Co-ordinator can be contacted by telephoning the school (01782 235025) or by meeting in person.

The principle of inclusion is central to the Special Educational Needs (SEN) policy. The school values the abilities and achievements of all its pupils, promoting maximum development of knowledge, skills and understanding, together with personal and social growth for all. All pupils, including those with SEN and disabilities, have the same entitlement to a broad and balanced curriculum and to participate in all aspects of school life.

Teachers are teachers of every child, including those with SEN. The school recognises the importance of effective partnership with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.

In our school all staff work incredibly hard to develop a purposeful and quality learning environment for all pupils. We firmly believe a calm environment is necessary for the pupils to achieve the best outcomes.

Our school SEN Aims

Our aim is to raise the aspirations and expectations of all pupils with SEN, with a clear focus on outcomes for pupils.

- To identify and provide for pupils who have SEN.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To foster an educational environment in which high expectations are set for all pupils, including those with SEN.
- To ensure that pupils with SEN make good or better progress.
- To provide a framework within which the school can assess, plan, deliver and review its provision for pupils with SEN.
- To provide support and advice for all staff working with SEN pupils.
- To foster an educational environment in which high expectations are set for all pupils, including those with SEN
- To ensure that parents are able to play their part in supporting their child's education
- To monitor children throughout their time at primary school, especially if they move on and off the SEN register

Types of Special Educational Need

There are four main areas of special educational need: -

- Communication and interaction- difficulty in communicating with others, including children with Autistic Spectrum Disorder (ASD) and Asperger's Syndrome, who may have difficulties with social interaction, language, communication and imagination.
- Cognition and learning- where children may learn at a slower pace than their peers. Children may also have a Specific Learning Difficulty (SpLD) such as dyslexia, dyscalculia or dyspraxia.
- Social, emotional and mental health difficulties- children may display challenging, disruptive or disturbing behaviour which may reflect underlying social, emotional and mental health issues. The school will seek to recognise and identify these underlying issues through our knowledge of the child. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Sensory and/or physical needs- where children have a disability which prevents them from making use of the educational facilities generally provided and includes children with visual impairment, hearing impairment or a multi-sensory impairment. They require specialist support and/or equipment to enable them to access learning and all the opportunities that are available to their peers.

Identifying Special Educational Needs

'A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice, 2014)

Pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and Quality First Teaching. Quality First Teaching is monitored by the Senior Leadership Team. The purpose of identification is to work out what action the school needs to take to support the child. The school identifies the needs of pupils by considering the needs of the whole child, not just the special educational needs.

Assessment is a continual process that can identify pupils who may have special educational needs.

We measure pupils' progress through:

- The use of tracking data to track pupil progress

- The use of school agreed assessments
- The use of standardised assessments
- Discussions among staff in departmental and pupil progress meetings
- Discussions between the class teacher and pastoral team
- The results of National Curriculum Tests
- Liaison and consultation with outside agencies
- Assessments carried out by outside agencies

The teacher and pastoral team consider all the information about the pupil's progress, as well as national data and expectations of progress. This includes accurate assessment using standardised tests and early assessment materials. This information is then used to decide whether special educational provision is needed. The school may also ask for more specialised assessments from external agencies and professionals. If pupils are identified as having SEN they are placed on the Special Needs register at SEN Support.

If a child continues to show significant cause for concern, the Educational Psychology service will be involved and asked for advice. A request for statutory assessment may be made to the Local Authority and a range of written evidence about the child will support the request. This will be made online through the Stoke on Trent EHC hub which parents and children can access. The Local Authority will then decide whether to carry out a formal assessment of the pupil and will then decide if an Education, Health and Care Plan (EHCP) is needed to enable the child to make progress and access learning. Parents will be consulted and asked for their views throughout the assessment process.

The teacher and SENDCo team consider all the information about the pupil's progress, as well as national data and expectations of progress. This includes accurate assessment using standardised tests and early assessment materials. This information is then used to decide whether special educational provision is needed. The school may also ask for more specialised assessments from external agencies and professionals. If pupils are identified as having SEN they are placed on the Special Needs register at SEN Support.

If a child continues to show significant cause for concern, the Educational Psychology service will be involved and asked for advice. A request for statutory assessment may be made to the Local Authority and a range of written evidence about the child will support the request. The Local Authority will then decide whether to carry out a formal assessment of the pupil and will then decide if an Education, Health and Care Plan (EHCP) is needed to enable the child to make progress and access learning. Parents will be consulted and asked for their views throughout the assessment process.

Graduated Approach

Support for any child in school takes the form of a graduated approach. This means a tiered approach where the children with the greatest needs are getting the most support. All children in school have Quality First Teaching, when children are identified by the class teacher as working behind age related expectations, the teacher will start to put things in place within the classroom in the first instance.

Approach steps:

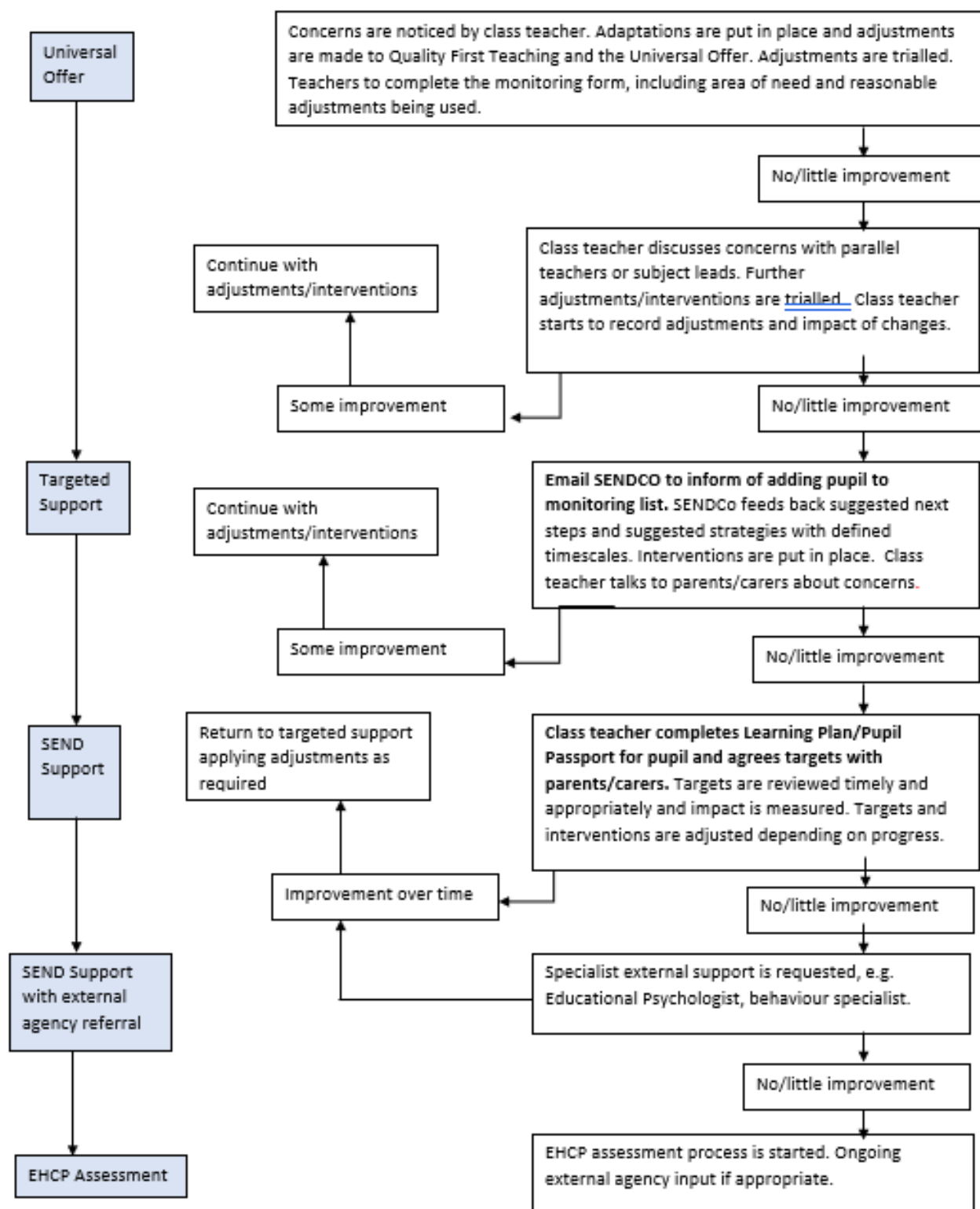
Assess: An analysis of pupil need will be carried out by the class teacher & SENCo. Outside agencies may also be involved. Children are assessed through observations, discussions between parents, class teachers, outside agencies and SENCo and through formal assessments termly or mid termly (every 6 weeks)

Plan: If the school decides to provide the pupil with SEN support parents/carers will be notified. Staff will meet to decide a SEND pupils' primary area of need (PAN) and create up to 3 targets recorded on a Pupil Passport based on their PAN for the child to work on. Interventions will be planned by class teachers and put in place to address targets.

Do: Interventions/support will be delivered.

Review: The effectiveness of the intervention/support will be reviewed regularly through termly meetings which the class teacher, pupils and parents attend. All interventions will have a pre and post assessment completed which will be discussed at the termly review meeting. Decisions will be made about future provision and whether an Education, Health Care plan needs to be requested.

Graduated Response – The Meadows Primary Academy



Provision for pupils with SEN

Teachers are responsible and accountable for the progress of the pupils in their class, including those on the SEN register or where pupils have support from teaching assistants or specialist staff.

The first step for pupils who may have SEN is adapted, high first quality teaching. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

All children have an entitlement to a broad and balanced curriculum. Children with SEN are fully included in whole class and cross-curricular activities, which is adapted to meet their needs and reasonable adjustments are made to ensure that they are included. (Equality Act 2010)

A variety of strategies and approaches are used to adapt the outcome, or by the different levels of support offered to the children. We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers.

Provision is used to:

- promote inclusive practice across the curriculum for all pupils with SEN, including using reasonable adjustments and adaptations;
- provide a range of support and adjustments for pupil's dependent upon level and complexity of need; (This may include in class, small group, subject focussed or intensive individual and highly personalised work). (Equality Act 2010)

Children on the SEND register may be withdrawn by support staff or the class teacher, for small group or one-to-one interventions, in order to accelerate their progress. Children may also be withdrawn for assessment activities carried out by the SENDCo team or outside agencies. The SENDCo team also keeps a record of all children on the SEN register and meets with staff to plan support and provision for every child. The SENDCo team also records the provision for each child on a provision map. A Pupil Passport is drawn up for each child on SEN support or with an Education, Health and Care Plan.

Pupil passports are updated termly, mid-way through the term. This is a process that is completed with a discussion between the class teacher, parents and child (where appropriate)

- Have the desired outcomes been achieved?
- Has the intervention/support been effective?
- Is the provision provided supporting the child to meet the target?

The Academy Head Teacher holds regular pupil progress meetings with class teachers at which they discuss the progress of every child, including those on the SEN register. If a pupil has an Education, Health and Care Plan, a review meeting is held at least annually with representatives from everyone involved with the child being invited, including parents and a

representative from the Local Authority. The child may also attend the meeting to give their views. Additional, specialist support may be provided by SEND services who give advice and carry out more detailed assessment if requested by the SENDCo team, after discussion with parents. The Hearing Impairment Service and Visual Impairment Service also give support to pupils with a hearing or visual difficulty.

Support for Pupils and Families

If parents need more information about what is available for pupils with SEN, this can be found on the Stoke-on-Trent website, where there are details of the authority's local offer.

More information on what the school offers, can be found on the school SEN Information Report.

Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

If a pupil has an Education, Health and Care plan, which brings together health and social care needs as well as special educational provision, the school follows the SEND Code of Practice (2014).

Roles and Responsibilities:

Headteacher

The Headteacher has responsibility for:

- Allocating roles and responsibilities to staff and ensuring that the needs of SEN children are met within the school.
- Keeping the Academy Council informed about SEN issues.
- Liaising with staff, SENDCo team, support services, parents and pupils.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Academy Councillors.

SENDCO/SENDCo Assistant

The Special Educational Needs Coordinating team has responsibility for: -

- Liaising with the Head Teacher and the trust academy to develop the SEN policy and provision for pupils with SEN.
- Overseeing the day-to-day operation of the SEN policy.
- Carrying out detailed assessments and observations of pupils with specific learning problems.
- Co-ordinating provision for pupils with SEN, including those who have EHC plans.
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information.
- Identifying strategies and evidence based interventions to be used to accelerate progress.
- Supporting and advising colleagues in devising strategies, drawing up Pupil Passports, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom.
- Organising and monitoring the delivery of support and interventions by learning support staff/teaching assistants.
- Analysing the impact of interventions on progress
- Advising on the graduated approach to providing SEN support.
- Liaising with parents of pupils with SEN.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with the Designated Teacher where a looked after pupil has SEN.
- Liaising with next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Head Teacher and Academy Councillors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Contributing to the professional development of staff.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

- Attending Local Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Academy Council

The governing body will ensure that:

- SEN provision is an integral part of the school improvement/development plan.
- They have up to date knowledge about the school's SEN provision, including funding.
- The quality of SEN provision is regularly monitored.
- The SEN policy is subject to a regular cycle of monitoring, evaluation and review.

Class teachers

Class teachers, supported by the senior leadership team, are responsible for:

- Making regular assessments and gathering evidence of progress of all pupils in their class.
- Identifying pupils making less than expected progress.
- Providing high first quality teaching targeted at a pupil's needs.
- Ensuring that the needs of pupils with SEN within their class are met by providing an appropriately differentiated curriculum.
- Consulting with the pastoral team for advice on assessment and strategies/interventions for pupils.
- Making themselves aware of this policy and procedures for identifying, assessing, monitoring and providing for pupils with SEN.
- Listening to parents when they express concerns about their child's development.
- Meeting with parents of pupils with SEN to develop a good understanding of the child's areas of strength and difficulty.
- Meeting with parents to discuss appropriate provision and agreed outcomes for their child.

Learning support staff/teaching assistants:

Under the guidance of the class teacher or SENDCo team to:

- Carry out interventions and learning programmes planned by the class teacher or SENDCo, after receiving training on how to deliver the intervention effectively.
- Carry out assessments of pupils, as requested by the class teacher or SENDCo team, after receiving training on how to carry out the assessment.
- Keep records of support/interventions being delivered.
- Liaise with the class teacher or pastoral team to ensure that they know what progress is being made.
- Support pupils in class or by withdrawing individuals and small groups.
- Attend INSET, training and courses where appropriate.
- Be fully aware of the school's SEN policy.

Resources

The Academy Councillors and Senior Leadership Team at the school have identified a budget for SEN which

- provides time for the SENDCo to carry out their duties
- provides a team of Learning Support Practitioners who provide support and interventions for some pupils at SEN Support and for all pupils with Education, Health and Care plans.
- is used to purchase additional equipment and resources and make reasonable adjustments for pupils with Special Educational Needs (Equality Act 2010)
- Is used to provide training for staff where a need has been identified.
- Is used to provide access to external support services for advice, assessment or staff training.

Admissions

When admitting a child with special educational needs the following arrangements can be made where pertinent to the child to form a package of support:

- The SENCO or someone from the Senior Leadership Team will meet with the parents and child prior to starting. We will discuss the needs of the child and how we can meet them and any concerns or queries the parents/carers may have.
- A 'transition into school' timetable to be drawn up that helps the child to settle into school life
- Meet with class teacher
- Support materials sent home e.g. photographs of the school, adults that the child may spend time with, different parts of the school day e.g. assembly, PE.

Transition

If a child with SEN changes school, the SENDCo team makes appropriate contact with the receiving school to ensure the transfer of information about the child.

As pupils on the SEN register progress to high school the SENDCo will liaise with the various receiving schools. This will include inviting the SENDCo from the high school to Y5 and Y6 Annual Reviews and arranging visits for pupils and parents to prospective schools. All appropriate documentation is passed onto the receiving school to ensure a smooth transition.

Likewise, where children are starting our school from other settings, the team contact the previous, school to gain an understanding of the child and how we can best support their needs.

Where children are moving from nurseries/other childhood settings into our nursery in September, meetings or discussions are held between the early Years teams of both settings to ensure a smooth transition. This is in conjunction with stay and play sessions and a phased transition into school.

Monitoring and Evaluation

Pupil progress is monitored, evaluated and reviewed on a regular basis by class teachers and by Senior Management, including the Head Teacher and Deputy Head Teacher and also by the SENDCo team. Progress and any concerns are discussed with parents and with pupils themselves. Outcomes of interventions are monitored and evaluated by the SENDCo and Senior Management each half term. The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Partnership with Parents and Carers

This school values its good relations with parents and carers. The principle of an active partnership extends to all aspects of the work with children and young people with SEN. If parents are concerned about their child's progress in school they should first discuss their concerns with the class teacher, then a further meeting may be arranged with the SENDCo. Following this meeting, the Head Teacher, Senior Leadership Team and the Academy Council may then be involved as necessary. If parents have a major complaint, then they should contact the Head Teacher immediately.

If we are concerned that a child is not making progress, then parents will be invited into school to meet with the class teacher and the SENDCo to discuss the child's strengths and difficulties and to decide on appropriate provision for the child.

Links with the Agencies and LA Services

The school has access to a number of agencies and professionals who support the school in promoting achievement for children and young people with SEN. The school receives consultation, advice and guidance from the LA's Inclusion Services -Educational Psychology Service and SEND services) which is outlined in a Service Level Agreement each year.

The school receives additional support, where necessary, from:

- the Hearing Impairment Service
- specialists in cognitive and learning disorders
- the Speech and Language Service
- the Visual Impairment Service
- the Physical Impairment service
- specialists in autistic spectrum disorders
- specialists in social, emotional and mental health difficulties.
- the school nurse
- Behaviour Support

Staff Training and CPD

Training needs are identified by the school's Senior Management team. Training is provided for the whole staff and governors in relation to SEN as part of the school's INSET training programme. This training may be provided by LEA advisory staff, the SENDCo or other members of the teaching staff or outside training providers. The SENDCo team also attend courses to ensure that information in relation to SEN is regularly updated.