



At Meadowcroft School the staff and governors value all children equally and aim to ensure that appropriate provision is made to meet the needs of every child through high quality teaching. This policy was created by the SENCO in liaison with the SLT, all staff, governors and children with SEND (Special Educational Needs/Disabilities).

This policy will take into account statutory and non-statutory related guidance, including but not limited to:

- SEND Code of Practice 0-25 (2014);
- Supporting Children with Medical Conditions;
- Keeping Children Safe in Education 2025;
- Working together to Safeguard Children;
- Ordinarily Available Provision (September 2025)
- Every Child Matters agenda – Be healthy, Stay safe, Enjoy and Achieve

This policy is to be read in conjunction with the following policies: Teaching and Learning, Safeguarding, Accessibility policy.

Our Vision

Meadowcroft Community Primary School puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners. At the heart of our school lies a cycle of planning, teaching and assessing. These arrangements take account of a wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in so doing may have special educational needs and disabilities (SEND). Special Educational Needs provision is defined as 'provision that is additional to or different from' that provided for the majority of children.

Equal Opportunities and Inclusive Teaching and Learning at Meadowcroft

Through the curriculum planning in each year group and across all subjects, we ensure that the school meets the needs of all, taking account of age, gender, culture, language, race, religion, ability, sexual identity, disability and social circumstances. It is important that in our school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society.

At Meadowcroft we ensure that

- All children are taught a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs and disabilities.
- Lessons have clear learning objectives, learning is adapted and assessments are used to inform the next stage of learning.
- Steps are taken to identify and address any barriers to learning through high quality teaching.
- Access to the curriculum is provided through differentiation, additional adult support, adaptations, specialist equipment, support groups etc.
- Specialist arrangements are made for those who require support with assessments.



- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Withdrawal from the classroom for additional support may take place when it is believed that it will help to maximise learning.
- Advice is sought from specialists where appropriate and this information is used to plan provision for individual children.
- Where interventions are used, they are tailored to the needs of the individual and the impact is monitored through our assessment process.

Our Aims

- To create an inclusive environment that meets the special educational needs and disabilities of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEND.
- Commitment to the inclusion and integration of children with SEND as well as to develop an ethos of care, understanding and empathy which fosters self-esteem and self-worth in all our children.
- Children become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- To request, monitor and respond to parents/carers and children's views in order to evidence high levels of confidence and partnership.
- To make clear the expectations of all partners in the process. All staff will clearly understand their responsibilities regarding children with SEND thereby sharing a common vision and understanding.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs and disabilities
- To enable all children to have full access to all elements of the school curriculum, through making reasonable adjustments.
- Children with SEND will have their needs identified as early and as accurately as possible.
- Children with SEND will enjoy the same expectations regarding their progress as their peers.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies in order to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are Special Educational Needs and Disability (SEND)?

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)



Identification of SEND

The school reflects what the Code of Practice states in that children are only identified as SEND if they do not make adequate progress or present other barriers to learning once they have had all the interventions/adjustments and good quality personalised teaching. This is known as 'SEN Support'. The progress made by all children is monitored and reviewed regularly throughout the academic year. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of the strategies used.

Some children may join Meadowcroft with a Special Education Need or difficulty identified in a previous educational setting or by a range of health professionals. Other children may enter the school with a need that is not yet identified.

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The school identifies the needs of children by considering the needs of the whole child which will include not just the special educational needs or disabilities of the child.

The ability to identify SEND and adapt teaching in response to the diverse needs of children is a core requirement of the teachers' standards. Teachers are guided and supported in this by the SENco and information is shared appropriately and frequently. Class teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from teaching assistants.

Identifying children at SEN Support

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all children:

1. The progress of every child is monitored regularly throughout the academic year. Where children are identified as not making progress, in spite of quality first inclusive teaching, they are discussed with the Senior Leadership Team and a plan of action is agreed.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

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

3. Parents/carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by High Quality Teaching or some parental support.

Areas of Special Educational Need

Once a need is identified, children are placed on the SEND register according to the criteria that they meet in one or more of the four broad areas of need:

- Communication and interaction



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

Observations of the child are made by the teacher, teaching assistant and, where necessary, the SENCo and/or an outside agency.

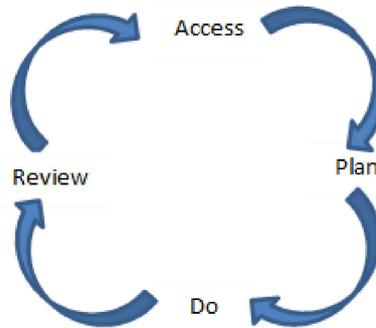
A Graduated Approach to SEN Support

We offer a graduated response to SEN support which identifies those children who are not making expected progress. Provision for children with special educational needs and disabilities is a matter for each school as a whole. In addition to the governing body, the school's Head Teacher, SENCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and disabilities. All children will access High Quality Teaching. Within this offer there is in place a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment or attainment in specific subjects fall significantly outside the expected range may have special educational needs or disabilities. For these children, teachers will adopt additional strategies known as Ordinarily Available Provision to further supplement the support in place to enable successful learning in the classroom.

SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the child to make good progress and secure good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).



The Assess, Plan, Do, Review Cycle



Where a child is identified as having SEND, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place.

ASSESS: The school will carry out an analysis of the child's needs which draws on the teacher's assessments and experiences of the child and their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour, including comparison to national data. The child's own views are sought, as are those of

parents/carers. Any concerns by parents/carers are actively listened to and recorded. Assessments are reviewed regularly throughout the academic year. The school also liaises fully with outside agencies.

PLAN: The class teacher and Inclusion Leader agree, in consultation with the parent/carer and child, the adjustments, interventions and support to be put in place. As well as outlining the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We recognise that we must notify parents/carers if their child is being provided with SEN support.

DO: The school's Inclusion Leader supports the class teacher with the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and for the child's progress. Where interventions involve group or one to one teaching away from the class teacher, they remain responsible for overseeing this and work closely with teaching assistants (or specialist staff involved) to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: Reviews are carried out on the agreed date. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and children. This feeds back into the analysis of the child's needs. The class teacher with support from the Inclusion Leader will revise the support and any changes to support and outcomes will be made in consultation with the parent/carers and the child.

We strive to provide clear information to parents/carers about the impact of support and interventions provided, enabling them to be involved in planning next steps.



Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

1. The child has a disability which is life long and which means that they will always need support to learn effectively.
2. If the child's needs are complex and multifaceted.
3. The child's attainment and rate of progress across the curriculum are so far below age related expectations that additional funding will enable on-going support to learn effectively.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHCP.

Where a child has an EHCP, the school will review the plan every twelve months as a minimum (for children aged below 5 years at the time that the plan is issued, this must take place within six months).

Private Reports

In accordance with the SEND Code of Practice, we will support all learners based upon their individual needs and presentation, rather than on the basis of diagnoses or suggested classifications.

Allocation of resources

Special Needs Co-ordinator is responsible for planning the allocation of resources throughout school. Priorities are identified through the School Development Plan and adjusted to meet the development and needs of the individual children.

Pupil Progress meetings provide opportunities to identify groups and individuals in need of additional support and adjustments to provision are made accordingly Inclusion arrangements. Wherever possible all children are fully included in their classroom and receive support there.

Where appropriate, children are given enrichment tasks, withdrawn for small group support or individual tuition, or learning breaks.

Role of Special Needs Co-ordinator includes:

Assessment role

Identification of children with special educational needs in collaboration with staff. Supervision of appropriate tests, monitoring of progress and maintenance of suitable records.

Supportive role

Advise and support staff with ideas, techniques, and methods for helping all children to access the National Curriculum. Provide support in the preparation and implementation of SEND Support Arrangement plans and required provision to address learning difficulties. Inform staff about resources available in school.



Liaison role

Liaise with other schools (e.g. feeder schools, specialist schools), educational support services (e.g. Educational Psychologist), appropriate professional agencies (e.g. speech therapists, social workers) and parents.

Staff development role

Participate in in-service training within the school and local area and to keep staff informed of up to date research, etc. Inform staff of training and development opportunities.

Pupil Participation

- Children have active involvement in the decision making process and contribute to the review process of the provision they receive.
- Child centred documents (e.g. One Page Pupil Profile) allow for the child's views to be shared and targets are written with the child in child friendly language.
- For children with an EHCP, evidence is gathered towards their long term targets. They have the opportunity to attend their annual review and share their views at the meeting

Partnership with parents

- A high level of parental involvement is encouraged
- Parents are kept closely informed of their child's progress, initially through informal discussions with Class Teacher / Special Needs Co-ordinator
- Anxieties raised by parents are dealt with, firstly, by Class Teacher and passed to Special Needs Co-ordinator where necessary
- Parents are involved in the planning for, and evaluation of, their child's progress.
- Intervention Plans are regularly shared and reviewed with parents and parents are encouraged to support their child's progress through suggested activities related to individual targets.

SEND Staff development

- To encourage all staff to attend relevant courses
- Special Needs Co-ordinator to take a pro-active role seeking out training and targeting courses which will be particularly appropriate to individual staff
- In-Service training takes place within the school, organised as part of a rolling programme as identified in the School Development Plan.
- Full use is made of the expertise of advisory teachers and relevant bodies.

Links with other educational establishments / resource centres

- SENCo will liaise with feeder pre-schools and nursery settings to ensure smooth transition into Reception.
- Special Needs Co-ordinator has a particular responsibility to liaise with feeder schools, through meetings with staff prior to transfer and discussions regarding individual pupils after transfer, in order to manage effective transition.



Governing Body

- The governors of Meadowcroft Community Primary School take an active role in assisting support for children with special educational needs through the school
- Governing body meetings regularly discuss provision in school for SEND.
- Governors report annually to parents on the effectiveness of the SEND policy.
- Mrs Karen Eastwood is the school Governor assigned to SEND and Inclusion and meets termly with the Special Needs Co-ordinator to discuss progress.

This Policy has been updated following a consultation with stakeholders.

Agreed: Approved by Governors – 19th November 2025

Review Date: Autumn 2026

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