The Meadows Primary School

SEND and Inclusion Policy

April 2026

Policy written by Amy O'Neill (SENCO) April 2026

To be reviewed April 2027

Rationale

The Meadows Primary School complies with the "Special Educational Needs and Disability Code of Practice: 0 to 25 years" January 2015.
Our policy outlined below shows the action we take to provide a secure and positive environment for children with special educational needs and disabilities (SEND), in which all can achieve well and be successful.
Our policy describes the responsibilities of our staff and the partnership we seek to establish with parents in providing a positive transition to secondary education and a successful school experience for children with SEND.

Legislation and guidance

This policy and information report is based on the statutory
SEND code of practice: 0 to 25 years - GOV.UK
(Special Educational Needs and Disability Code of Practice and the following legislation): Part 3 of the Children and Families Act 2014, Children and Families Act 2014 which sets out schools' responsibilities for children with SEN and disabilities.
The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs and Disability Regulations 2014 which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs)and the SEND information report.

Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

The Meadows Primary School's SEND provision
School Aims:

- To provide equal opportunities for all
- To remove barriers to achievement
- To make teaching and learning responsive to the diverse needs of the children
- To raise the aspirations and expectations for all children with SEND

• To encourage all children to achieve their full potential

• To improve outcomes for children with SEND

• To seek the views of children with SEND

• To form close links with parents/carers

• To reinforce that SEND is a whole school priority and that all teachers are teachers of SEND

Facilities for children with SEND:

- The school will enable any child with SEND to access all rooms and facilities
- All children with SEND will have easy access to computers and other learning resources, adapted as appropriate to individual need
- Classrooms are accessible
- Teaching materials will address suitable print size, colour and design where needed to aid visual accessibility. Large print and magnified computer screens will be made available for visually impaired children so that they can remain with their peers in most teaching environments
- Children with specific difficulties such as ADHD or autism will have access to a range of support equipment in order to provide adaptations to their working environment

The Meadows Primary School Speech, Language and Communication Needs (SLCN) Resource Base

All places at The Meadows Primary Resource Base are allocated via SENAR (Birmingham County Council SEND Services). All of children have an EHCP and a diagnosis of Developmental Language Disorder, Speech Sound Disorder or Auditory Processing Disorder.

Additional support for learning

The Meadows Primary School recognises the important contribution that external support services make in assisting to identify, assess and provide for children with SEND.
When appropriate to the needs of the child, colleagues from a range of support services will be called upon to provide support, including:

- Educational Psychology (EP)
- Speech and Language Therapy (SALT)
- Language, Learning and Strategic Support (LASS)

- Physical Disabilities Support Services (PDSS)
- Communication and Autism team (CAT)
- Children's and Families Social Services
- School Nurses
- Physiotherapists
- Community Paediatricians
- Forward Thinking Birmingham
- Mental Health Support Team
- Behaviour Support Services (Beacon/Cobs outreach)

Roles and Responsibilities:

- The school's Headteacher is responsible for all children in school
- The Governor responsible for reporting on SEND is Pam Garrington.
- The school's SEND Coordinator (SENDCo) Amy O'Neill is responsible for co-ordinating the day-to-day provision of education for children with SEND.
- Lis Dobrashian is the Assistant SENDCo

The Meadows Primary School's Governors' responsibilities to children with SEND include:

- Ensuring that a Governor is identified to inform the Governing Body about all aspects of teaching and supporting children with SEND
- Supporting and challenging the school's provision for SEND children
- Have regard to the Code of Practice when carrying out these responsibilities
- Being involved in developing and reviewing the SEND policy

The Headteacher has the following responsibilities:

- Working with the SENDCo to determine strategic development of the SEND policy and provision in school
- Ensuring that the school's curriculum is inclusive of all learners, including those with SEND
- Ensuring that SEND children are fully involved in all school activities
- Having overall responsibility for provision and progress of the learners with SEND

The SENDCo has the following responsibilities:

- Maintain and oversee all records for children with SEND
- Monitor the progress children with SEND are making, and inform provision
- Liaise with staff about children with SEND
- Advise staff on strategies for meeting the needs of children with SEND
- Lead and manage teaching assistants to children with SEND
- Liaise with parents/carers of children with SEND
- Liaise with outside agencies; educational, health, social services and voluntary bodies
- To establish effective communication and reporting systems to ensure that all information about children with SEND is up to date and recorded
- Develop appropriate training for all staff so that staff are sufficiently trained to support children with SEND
- Maintain effective links with local nurseries, primary schools, secondary schools and specialist settings
- Communicate to all stakeholders, includer the SEND Link Governor to report back on provision and progress for SEND children

Class Teachers have the following responsibilities:

- Assessing and monitoring the progress and development of every child in their class
- Making adaptions to planning and resources to accommodate the needs of all children in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each child's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Communicate to parents/carers about progress and additional support in place for their child

Teaching Assistants have the following responsibilities:

- Collecting data and improving the outcomes of children with SEND
- Supporting children in the classroom or during interventions (teacher directed)
- Being a support network for children (in and out of the classroom)

The role played by the parent/carers of children with SEND

Parents/carers of children with SEND know their children best and have a great deal to contribute. Their views and contributions are valued and they are listened to. Parents/carers have a key role in supporting their child's needs. The Meadows Primary School encourages a partnership approach and operates an 'open door' policy. Parents/carers can approach the school whenever they have a concern, and time will be made for them; scheduled phone calls or meetings will be arranged for parents to discuss their child's progress; in addition to parents' evening meetings. It is a parent role to attend these meetings so that progress and support can be shared.

Identification and Assessment of SEND

At The Meadows, we pride ourselves in early identification and assessment of children who we believe have Special Educational Needs. We know and identify children who require extra support when:

- Concerns are raised by parents / carers
- A pupil voices their concerns and / or asks for help
- Teachers raise a concern to our SENCo team through our referral forms
- Evidence of quality first teaching
- Analyse pupil progress data
- Observations
- Information from previous school or setting
- Information shared by the Local Authority or outside agencies

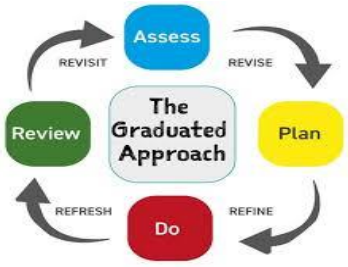
When a concern is raised Amy O'Neill and Lis Dobrashian – Yates will work alongside, staff, parents and the pupil to understand the barriers and identify strategies to support. This will lead into a graduated response as part of the assess, plan, do and review cycle.

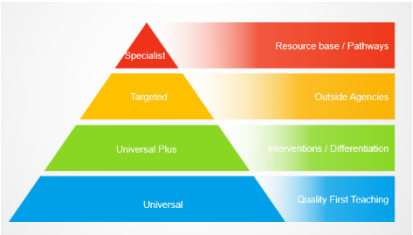
We have a range of assessment tools that we use to track the progress of pupils. These are also used to identify barriers to learning and inform adaptations to provision.

The Graduated Approach

At The Meadows, we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

A four-part cycle, known as the Graduated Response, is used to support with the identification of pupils with SEND. This consists of an asses, plan, do, review cycle and starts at whole school level with teachers monitoring the progress of all pupils within their class. We are then able to identify the type of support that a pupil may require. We refer to the different stages of support as Universal, Universal plus, Targeted and Specialist.





SEND Support Provision Plans (SSPP)

SEND Support Provision Plans (SSPP) is a document which both records more detail around provision and targets for a pupil. It can then be used as a way to access enhanced funding, without the need for an EHCP. For pupils with more complex needs and multi-agency involvement, who do not require a specialist setting, SSPPs are a Birmingham-specific layer within the Graduated Approach. These plans are written in collaboration with outside agency professions, such as the Education Psychologist (EP), Language, Learning and Strategic Support (LLSS), Communication and Autism Team (CAT), Speech and Language Team (SALT) or Physical Disabilities Support Services (PDSS). Any funding cannot be applied for by school alone. An SSPP is secure evidence of the Graduated Approach.

Statutory Assessment for an Education, Health and Care Plan (EHCP)

The school will request a Statutory Assessment to be completed by the Local Authority when, despite an individualised programme of sustained intervention within school support, the child remains a significant cause for concern. A Statutory Assessment can also be requested by a parent or outside agency.

The following information will be available:

- • The child's assessment and progress data
- • Records and outcomes of regular cycles of 'Assess, Plan, Do, Review'
- • Information on the child's health and relevant medical history
- • The views of parents
- • Where possible, the views of the child
- • Social Services/Educational Welfare Service reports
- • Outside agency involvement reports, written by professionals

An EHCP Statutory Assessment may proceed if it is agreed by the Local Authority that the child requires provision beyond that which the school can offer without additional funding. An EHCP will include details of learning and development of the child and any health or social care information.
The Local Offer page gives more information here: What is an EHCP? - Local Offer Birmingham

Applying for an EHCP

For a child who is not making adequate progress, despite High Quality Teaching, a period of intervention support, assessment from outside agencies, and in agreement with parents/carers, the school may make a request for an EHCP (or proceed with an SSPP). The school will be required to submit evidence to show evidence of the Graduated Approach first. The LA will make a judgement using its current criteria before proceeding with a Statutory Assessment for an EHCP. Parents can also complete an EHCP request, but it better to speak to the SENDCo first for advice and guidance.

Children who have an EHCP

A child who has an EHCP will continue to have support in line with other children with SEND and levels of support, depending on allocated additional funding. There will be an annual review of the EHCP, chaired by the SENDCo, to review the appropriateness of the provision and support and to recommend to the LA whether changes need to be made, either to the EHCP or to the funding arrangements for the child.

Reviewing an EHCP

An EHCP will be reviewed annually. The SENDCo/Assistant SENDCo will organise these reviews and invite:

- The child's parent/carer
- The child if appropriate

- The relevant teacher/s
- A representative of the Local Authority if required
- Any other person the Local Authority considers appropriate

The aim of the review will be to:

- Assess the child's progress in relation to personalised targets
- Review the provision made for the child in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the child's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year
- Gathering views of school, parent and child

Arrangements for providing access by children with SEND to a broad and balanced curriculum

Children identified as having SEND may have access to specialised resources, as required, and every effort is made to ensure full access to the school's broad and balanced curriculum.

- Full-time education in classes with additional support by class teacher/subject teachers and a teaching assistant where possible
- Some children with SEND benefit from working in a smaller group along, while still having full access to the curriculum
- Scaffolding and adaptions are made for children with more complex needs
- The Meadows Primary School values all its children equally. Those children with SEND are regarded at all times as full members of the community, and the curriculum is inclusive.
- Children have full access to the school's environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups
- All children are expected to participate equally in all areas of school life, including extra-curricular and sporting activities.

Links with other schools and the provision made for transition of children with SEND between schools

The Meadows Primary School will ensure that all SEND records have been transferred at points of transition either from primary school or from other schools both in and outside the Local Authority. Any useful information about the child, including any

background information collated by the primary school SENDCo; copies of Education Support Plans and child's EHCP are prepared and transitioned to the next school.

SEND training for staff

The Meadows Primary School is committed to a programme of Continuous Professional Development (CPD) for all staff across school. In relation to SEND, the CPD programme has strands relating to individual, group and whole-staff training delivered throughout the year. Bespoke CPD includes training in the identification of SEND, management of appropriate provision and monitoring of outcomes for pupils. Staff will have regular meetings with the SENCO to raise concerns, discuss progress and next steps. Once an external agency has observed a child the class teacher will be part of the feedback discussions and if a report has been written the report with be discussed and shared.

Complaints from parents of children with SEND

Initially, any concerns about SEND provision should be discussed with the class teacher. If the parent/carer continues to have concerns, they will be addressed to the SENDCo/Assistant SENDCo, who will discuss any concerns with the parents/carers. If this does not resolve the situation, the matter should be raised with the Headteacher. If the complainant is still not satisfied, they should raise the matter with the SEND Governor.

Useful Links

Birmingham SEND local offer Birmingham's SEND Local Offer | Birmingham City Council

Language, learning and Strategic Support (LLSS) About the Service - Local Offer Birmingham

Communication and Autism team Communication and Autism Team - Local Offer Birmingham

Educational Psychologist Birmingham Educational Psychology Service (EPS) - Local Offer Birmingham

Birmingham SENDIASS Birmingham SENDIASS | Birmingham City Council

Forward thinking Birmingham Forward Thinking Birmingham - Birmingham and Solihull Mental Health NHS Foundation Trust

Compass Birmingham Mental Health Support Team Compass Birmingham MHST - Compass

SENAR for EHCP support SENAR - Local Offer Birmingham